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ABSTRACT

This report contains analyses and interpretations by the Study Commission of data gathered by the Carnegie Commission on Higher Education and the American Council on Education. Although the study was completed in 1970, there were many data tapes which had not been previously analyzed--particularly those dealing with teacher education. Items based on the total undergraduate sample were first analyzed in relation to data from all education majors. The sample was then analyzed to obtain responses for all teacher candidates. The sample was further divided into elementary and secondary teacher candidates, and the total group was then divided into freshmen and seniors. Some of the areas covered by the survey included (a) student attitudes toward professional training, (b) authoritarian attitudes in students, (c) changes in student attitudes, and (d) student attitudes concerning student input. The document also includes information on the extent of the survey and on subsamples used. (PB)

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Analysis of Carnegie Commission Survey Data

By Paul A. Olson
Study Commission Director

One of the questions which the Study Commission Carnegie data study raises is the question of what kinds of people ought to be recruited to the education professions if court-set or federally-set policies are to be successful. Were the medical profession to recruit to its membership people who did not believe in the postulates underlying the Hippocratic oath and to permit among its practitioners large numbers of professionals who privately or in other contexts gave clear evidence that they did not support the tenets of the oath, the profession would soon cease to be defined by commitment to the oath. One of the characteristics of the education professions is that the client does not go to the education professional voluntarily; rather the child and the parent are assigned to the school, the principal and the teacher. Public policy dictates that children shall go to school and to whom they shall go. The child is subject to the attitudes, concern for justice, malice, or good-will of the teacher to whom he is assigned; the courts have sometimes granted standing to arguments that asked for changes in school policy where present policy or personnel were shown to do significant harm to the child as the charge of the school. The teacher's capacity to be an instrument of justice in matters racial and cultural may be germane to both legislative and judicial considerations as to whether a judicially mandated policy will "succeed" and also in consideration of its probable and real effect on children.

Should Criteria Reflect Public Policy?

It may be inquired to what extent recruitment to the teaching profession should include criteria which reflect public policy positions as to what helps and harms children as well as professional criteria derived from research in psychology, etc. If public policy criteria are not legally germane to the definition of professional entry, the governing assumption is that policy can succeed in the absence of professionals committed to carrying it out. Since the

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Griggs decision was handed down, persons connected to the professions have been asked to consider illegal all "impediments" to the holding of a job which are non-job-related. This logically includes criteria for entry to professional training as well as for licensing, and Justice William O. Douglas in the DeFunis case (minority opinion) seems to support the notion that standards for entry to professional training must generally be germane to the job in question. If public policy positions with respect to a profession which has compulsory sanctions are part of the criteria germane to entry to a profession, then the Carnegie statistics about teachers-to-be are interesting questions.

For example, integration of the public schools has been public policy since the Brown vs. Board of Education decision in 1955. Integration by busing has long since been the standard lower-court-ordered solution to situations where the court determines that a de facto or de jure segregated situation exists. Yet the majority of America's education majors in 1969-70 did not believe in integration of elementary schools by busing; 59.4 per cent of the education majors did not agree with the statement "racial integration of the public elementary schools should be achieved even if it requires busing." ["Education majors" are used in this article for the base statistics, since their designation of themselves as "education majors" suggests that they have been accepted in an education department or college and this may reflect conscious or unconscious recruitment criteria. The statistics for "teacher candidates"—that is all people who as undergraduates regard themselves as would-be teachers—are given on pp. 5-8 and in the tables in the white section of this newsletter.] Education majors in the study were not greatly different from undergraduates in general; 56.1 per cent of all undergraduates disagreed with the integrationist position. Somewhat more education majors were opposed to integration by busing than students in some other areas: a minority of art and art history students disagreed with busing (47.6 per cent) as did a minority of social work and criminology students (45.8 per cent); and occupational and physical

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therapy students (46.5 per cent). Considerably higher percentages of students in architecture (69.9 per cent), health technology (78.5 per cent), and nursing (70.8 per cent) were opposed to busing. However, these professions do not commonly have compulsory dealings with students.

Policy Implementation May Face Opposition

If integration by busing is American policy, it is policy which will have to achieve realization in the face of the opposition of many, many people who occupy the day-to-day roles which can make the policy succeed or fail. This suggests three alternative solutions: (1) that integration by busing is not now or may be declared by the courts or constitutional amendment not to be the policy of the country; (2) that national manpower policy may assume that national racial policy is not a germane consideration in determining who should be admitted and who should not be admitted to a professional school or to a profession as people's attitudes will not affect their actions when they are under court mandate; or (3) that national manpower policy requires that we pick a professional group which in attitude and training is prepared to carry out national policy.

An alternative policy formulation has it that national historical policy requires integration where the benefit of minority children dictates integration and separation where it dictates segregation.

This alternative of culture-based separate formal or informal education has been argued for and allowed by the courts in the case of the Amish (Wisconsin vs. Yoder) and the Miccosukee Indians (the Bobby Clay case). Recently Michael Gross has argued ("Indian Control for Quality Education," North Dakota Law Review (1973), pp. 237-65) that, if the courts could order integrated schools in some areas on the grounds that, in those areas, minority children suffered irreparable harm from attending separated schools, the courts could also order separate schools where mixed schools created irreparable harm—a position which the Wind River Cheyenne Indian groups have sought and sustained in their dealings with the State of Wyoming. Were the "separated-community-control" position to become public policy, the 1970 pool of teachers-to-be gives signs that it would support the position. Though busing was rejected by slightly more than half of the sample, the response to the question, "Where 'de facto' segregation exists, black people should be assured control over their schools," indicates that 69.6 per cent of education majors agreed. The opposition to community-control of the organized teaching profession in the mid-60's does not appear to be reflected in the attitudes of education candidates of the late 60's and early 70's. However, community-control or "separate" positions are not public policy or court policy except in unusual circumstances now.

Administrators May Also Oppose Policy

The implementation of an integration policy or of a community control culture-based "separate nation" policy would run into difficulty at another level—given the 1969-70 pool of professionals in training and given the assumption that people will act on the attitudes which they express in a questionnaire (which may be a suspect assumption). Almost every research study of educational change suggests that it requires the collaboration of building-level principals and middle-level administrators.

"... national manpower policy may assume that national racial policy is not a germane consideration. . ."

Graduate students in educational administration give an indication of the attitudes of those whom colleges of education are training for those administrative posts. These data were secured from the Carnegie Commission Survey of Graduate Students. Among educational administrators-in-training the item, "Integration in elementary schools should be achieved—even by busing" was disagreed with by 66.6 per cent and strongly supported by only 8.3 per cent. Of these administrators-in-training, 70.7 per cent disagreed with the statement "Any special academic program for black students should be administered and controlled by blacks," and the more narrowly constructed item, "Blacks should control black segregated schools," was disagreed with by 39.6 per cent of the administrators, supported "with reservations" by 43.4 per cent of them, and strongly supported by only 16.9 per cent of administrators in training.

Thus, at the administrative level, strong support for either integration by busing or community control was under 20 per cent; opposition to both integration and community control had a critical mass of opposition—66.6 per cent against busing and at least 39.6 per cent against community control.

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These statistics may suggest the need for:

(1) Clearer policy guidelines from the courts as to what principles are to govern integration and separation decisions;

(2) A strict recruitment of a professional pool of educators committed to implementing the guidelines or a court indication that such policy questions are not germane to the recruitment and licensing of professionals who offer a compulsory service.

Shifting Policy Further Complicates Implementation

The issue of recruitment and public policy is compounded by two further factors:

(1) Integration-separation (and their "remedies") policy is shifting; its changing may make difficult the elaboration of policy criteria in recruitment;

(2) Professional staff recruited prior to policy formation may render new staff committed to new policy ineffectual. Previous studies suggest that in-service teaching staffs are opposed to integration. Teacher union behavior also suggests the opposition of some segments of the organized profession to community control.

Several surveys of administrators-in-service suggest a strong opposition to integration or community control. The studies raise the question:

(1) Should teachers and administrators be examined and relicensed on the basis of their attitude toward/willingness to carry(ing) out policy?

(2) Should new teachers and administrators whose attitudes and training reflect public policy positions be placed in a sequence of "reforming" schools with congenial in-service staffs as a test of the viability and meaning of court-ordered policies where these are implemented by supportive staffs?

". . . *all teacher candidates* are invariably more favorable than *all education majors* to what would be regarded as minority responsive positions."

Similar questions as they apply to conceptions of "professionalism," recruitment and licensing may also be raised with respect to a sequence of further responses by pre-service teachers and administrators:

–On the causes of the behavior of "victims" in our society:

(a) Item 265: "The main cause of negro riots is white racism" (the Kerner report conclusion): All undergraduate education majors–60.3 per cent disagree, 39.7 per cent agree; education administrators-in-training–70.9 per cent disagree, 29.1 per cent agree.

(b) Item 262: "The poor could help themselves if they wanted to": All undergraduate education majors–56.8 per cent agree, 43.2 per cent disagree; education administrators-in-training–48.7 per cent agree, 51.2 per cent disagree.

(c) Item 261: "You hear too much about minority rights, and not enough about majority rights": All undergraduate education majors–56.9 per cent agree, 43.3 per cent disagree; education administrators-in-training–62.2 per cent agree, 37.9 per cent disagree.

–On opening up the system: affirmative action:

(a) Item 128: "Academic requirements for minority faculty appointments should be relaxed": All undergraduate education majors–81.3 per cent disagree, 18.7 per cent agree; education administrators-in-training–87.5 per cent disagree, 12.5 per cent agree.

(b) Item 132: "More minority students should be admitted to college, even by relaxing academic standards": All undergraduate education majors–75.7 per cent disagree, 24.2 per cent agree; education administrators-in-training –69.5 per cent disagree, 30.5 per cent agree.

(c) Item 42: "Most colleges are racist": All undergraduate education majors–41.7 per cent agree, 58.3 per cent disagree; education administrators-in-training–30.6 per cent agree, 69.4 per cent disagree. [The responses given by all undergraduate teacher candidates, to the questions used in the Carnegie schedule bearing on race illustrate differences between the attitudes of all education majors and all teacher candidates; all teacher candidates are invariably more favorable than all education majors to what would be regarded as minority-responsive positions. The difference on the various questions tends to be a uniform "5 per cent more favorable" among teacher candidates (though 7 per cent fewer teacher candidates than education majors feel one hears too much about minority rights and 3 per cent fewer teacher candidates disagree with the notion of admitting more minority students to college by relaxing standards.)]

In no case are education majors more in agreement with findings supportive of minority children and parents than other professional groups or appreciably more supportive than the average

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undergraduate. In most cases, they are ***considerably less supportive than*** *some other groups, notably those in art and art history, social work, and ethnic studies. Their attitudes also contrast markedly with those of minority undergraduates or minority education majors.*

Presently Schools of Education use the following criteria for the recruitment of teachers, according to a recent study by Martin Haberman:

Criteria Used by 386 Colleges and Universities for Selecting Students Into Teacher Education Programs

Rank	Criteria	Frequency
1	College grades	344
2	English proficiency	238
3	Speech proficiency	237
4	Academic references	205
5	Direct experiences with children/youth	172
6	References	164
7	Direct interview	161
8	Physical examinations	158
9	"Why I Want To Teach" statements	128
10	Varied personality examinations/attitude tests	84
11	High school grades	59
12	Police record	31
13	Loyalty oath	16

Teacher licensing criteria used in most states are described in a recent Study Commission newsletter by Lawrence Freeman. Few states include in present recruitment or licensing criteria the acquisition of attitudes or skills necessary to the implementation of either "integrationist" or "culture-based separate community" policies (though several states now require training and experience in minority culture). The draft guidelines for bilingual/bicultural programs proposed by the Center for Applied Linguistics do include such criteria as the following:

The teacher should:

(1) Respond positively to the diversity of behavior involved in cross-cultural environments;

(2) Prepare and assist children to interact successfully in a cross-cultural setting;

(3) Assist children to maintain and extend identification with, and pride in, the mother culture;

(4) Use current research regarding the education of children in the U.S. from diverse linguistic-cultural backgrounds;

(5) Understand the effect of socio-economic and cultural factors on the learner and on the educational program;

(6) Recognize differences in social structure . . . and patterns of authority and their significance for the program;

(7) Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.

The statement also includes as a criterion germane to licensing the following statement: "The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community."

Criteria Should Not Violate Academic Freedom

Were such criteria adopted and used as part of recruitment and licensing practices, they would have to fulfill two further sets of concerns:

(1) That they be shown not to violate the academic freedom of the teacher (as in the case of the loyalty oath) or to be unconstitutionally vague (as have some licensing requirements that the teacher-to-be be "of good moral character" or show "respect for the highest ethical standards of the community");

(2) That they be shown to be germane to the protection of the good of the child in the school or the protection of his or his parents' constitutional rights; or, particularly where a minority community-control board governs the school and licenses its teachers, that the licensing rubrics related to racism and culture be shown to be germane to the teacher's fulfilling the job assigned by the job description (including dealing with the community or child in ways prescribed by the community governing board).

Whether the Carnegie statistics are taken as very meaningful or not, the issues which they raise are likely to be with us for some time. They suggest the need for:

A. A definitive national policy with respect to integration and separatism of racial and cultural groups in the compulsory schools and the terms under which integration or separation are required.

B. The development of formal and informal criteria for entry to the professions charged with implementing court-ordered school policy such as are likely to assure its competent implementation, or a court indication that court decisions as to racism and culture are not germane to recruitment and licensing practice.

In summary: *The Carnegie numbers raise the question of whether state respected definitions of a profession can exist which are independent of state public policy declarations of what the profession must do. Another way the question might be put is, "Can it be shown that there exists a 'state interest' in recruiting, training, or licensing people in quantity who display an expressed willingness to carry out state policy?"*

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'TEACHER MYSTIQUE' APPEARS CONFIRMED BY SURVEY

By Jan Pieper
Study Commission Editor

Since Higher Education appears to be changing rather slowly (see article on p. 20), it is no surprise that our newest teachers (who were in college when the Carnegie Commission's survey was completed in 1970) aren't much different from those who are well-established in the schools.

Attributes which have become part of the teacher's mystique—general idealism and desire to serve and help others, a muted authoritarianism (certainly less than exists among administrators—see articles on p. 1 and p. 8), a flexibility concerning future careers combined with a general dissatisfaction with, and desire to improve, career training (see article on p. 7)—are still evident in recent tabulations of Carnegie statistics.

However, some of the less positive characteristics traditionally attributed to teachers also seem as pronounced as ever among the new teacher candidates: they seem to show less interest than other students in intellectual matters and in acquiring a body of specific knowledge; they appear limited in their ability to relate to cultures different from white-middle-class milieus; some of them lack a sense of "mission" for teaching, because they are enrolled in teacher training programs, but do not intend to make teaching a career.

[It should be remembered that perhaps as many as three to six of every ten education majors never seriously intend to become teachers. (See paper by John Palmer of the University of Wisconsin quoted in the Study Commission's December, 1973, newsletter—box on p. 2. Palmer's study indicated that education majors can be roughly divided into three groups: (1) the four of every ten who are very interested in teaching and will be actively seeking jobs; (2) the three of that ten who will teach only if they get a job that suits them in the geographical location they want; and (3) the other three, who want the courses and experience teacher training provides as a general education option and who have no intention of making teaching a career.)]

'Teacher Candidates' Added to 'Ed Majors'

In interpreting results of the Carnegie data, Study Commission researchers first studied responses from "all education majors." Since these respondents would have been mostly elementary education majors (secondary education majors could classify themselves as mathematics majors, English majors, etc.), and would have included a large portion of those whom Palmer calls "general education option" people, the data were reanalyzed to include as "all teacher candidates" also those who responded that they planned to enter teaching as a career—either elementary or secondary. The results were then computed separately for elementary and secondary future teachers. [The tables reprinted in the white section of this newsletter show responses—by percentages—of "all education majors" (the first group analyzed) and "all teacher candidates" (includes "all education majors" and all those who listed teaching as a "probable first occupation" and as a "probable career occupation").]

The teacher as a selfless public servant is an image education majors surely recognize and want to perpetuate, and this may account for some of the differences between "teacher candidate" responses and those of the total undergraduate sample to some of the Carnegie questions.

[There is no way to determine the sincerity of the respondents' answers to questions about their attitudes, and conclusions drawn from differences in responses can be only speculative. However, Study Commission staff members discussed many of the differences in an attempt to assess their significance for readers of the Study Commission newsletter. The following conclusions represent an attempt to help the reader detect which differences may be important. They represent only an early, superficial, personal look at the Study Commission's analysis of the Carnegie data; final interpretations prepared by the statistical staff will be available from the Study Commission at a later date.]

Sampling of Response from Education Majors

—**When asked about whether students should be required to spend a year in community service in the U.S. or abroad,** 54.5 per cent of the teacher candidates said they "agree with reservations" or "strongly agree." The total undergraduate sample had 49.7 per cent who "agreed with reservations" or "strongly agreed." Future elementary teachers (62.9 per cent "agreed with reservations" or "strongly agreed") differed by 13.4 per cent from future secondary teachers (49.5 per cent "agreed with reservations" or "strongly agreed"). (See Item 56 in tables.)

—More elementary education majors (59.5 per cent) than secondary education majors (53.9 per cent) answered "essential" to the question: **"How important to your future are opportunities to be useful?"** Of the total undergraduate sample, 48.9 per cent answered "essential." (See Item 163 in tables.)

—There was nearly a 12 per cent difference between elementary and secondary future teachers' responses to the question: **"How important to your future is working with people rather than things?"** Of the elementary teacher candidates, 73.4 per cent rated the concept of working with people "essential," and 61.5 per cent of the future secondary teachers answered "essential." Teacher candidates

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". . . since (all education majors) would have been mostly elementary education majors (and therefore mostly women—see chart on Page 18), . . . the data were reanalyzed to include. . . also those who responded that they planned to enter teaching as a career—either elementary or secondary."

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s a whole answered 66.5 per cent "essential," compared with 52.6 per cent of the total undergraduate sample. (See Item 166 in tables.)

–When asked to agree or disagree with the statement, **"The chief benefit of a college education is that it increases one's earning power,"** 44.5 per cent of future teachers answered "agree with reservations" or "strongly agree," compared with 50.4 per cent of "all undergraduates." Elementary education majors had 40.1 per cent "agree with reservations" or "strongly agree" answers, compared with 47.3 per cent of secondary teacher candidates. (See Item 276 in tables.)

–Only future social workers and criminologists (67.1 per cent) of those preparing for "human services" careers were more likely than future teachers (63.3 per cent) to rank **keeping up with political affairs** as "very important" or "essential." Most other human services pre-professional groups had considerably lower percentages: architecture majors had 42.9 per cent marking "very important" or "essential"; art and art history majors, 46.7 per cent; health technology, 36.4 per cent; nursing, 38.1 per cent; pharmacy, 33.7 per cent; occupational and physical therapy, 22.4 per cent; home economics, 43.6 per cent. (See Item 257 in tables.)

–Very few (less than 1 per cent) of the students sampled had ever worked in the Peace Corps or VISTA. But 66.6 per cent of the future teachers said they would like to. Art students (75.6 per cent), social work and criminology majors (81 per cent) and future therapists (88.8 per cent) were the only human services-related pre-professional groups who had higher percentages than teacher candidates of those who said **they would like to work in the Peace Corps or VISTA.** (See Item 283 in tables.)

–Only future pharmacists among the human services majors had a lower percentage of "yes" answers than future teachers to the question, **"Is there any professor in your major field with whom you often discuss topics in his field?"** The percentage of "yes" answers for all undergraduates was 46.1; for future teachers it was 40.0 (elementary, 30.6; secondary, 45.2). Architecture students (72.7 per cent), art and art history majors (66.1 per cent), health technology majors (66.2 per cent) and nursing majors (51.8 per cent) showed more interest in this type of intellectual pursuit. (See Item 205 in tables.)

"Is there any professor in your major field with whom you often discuss topics in his field?"

Percentage of "Yes" responses:

All Undergraduates–46.1
All Teacher Candidates–40.0
Elementary–30.6
Secondary–45.2

–To the question, **"Is there any professor in your major field with whom you often discuss other topics of intellectual interest?"** the percentage of "yes" answers for all undergraduates was 33.2 per cent. Teacher candidates had 29.7 per cent "yes" answers (21.2 per cent for elementary and 33.4 per cent for secondary future teachers. (Teacher candidates showed slightly more interest in social conversation with their professors than other students, however.) (See Items 207 and 209 in tables.)

–Only home economics majors (79.6 per cent) and art and art history majors (76.7 per cent) exceeded teacher candidates (65.6 per cent) in having the highest proportion of "yes" answers among the human services majors to the question, **"Is there any professor in your major field with whom you sometimes engage in social conversation?"** Nursing majors had a similar "yes" response (65.0 per cent) to that of teacher candidates. The percentage of "yes" answers among all undergraduates was 62.4; for architecture majors, 45.9; for social work and criminology majors, 38.9; for health technology majors, 39.1; and for therapy majors, 59.9. A higher percentage of secondary teaching candidates (69.1) than elementary (60.8) gave "yes" answers. (See Item 209 in tables.)

–While a relatively low proportion (about one-third to 40 per cent) of teacher candidates said they **talk about intellectual matters with a professor in their major either about his field** (40 per cent) **or other topics of intellectual interest** (29.7 per cent), a higher proportion (65.6 per cent) said they **sometimes converse socially with a professor in their major.** This pattern is unique to teacher candidates. Home economics majors and nursing majors are most like teacher candidates, among the human services majors, but more of them (about half) discuss with a professor in their major, topics in his or her field. Teacher candidates exhibit this same pattern with regard to professors not in their major field (65.2 per cent **sometimes engage in social conversation**). (See Items 205, 207, 208 and 210 in tables.)

–Almost all students surveyed agreed (with reservations or strongly) that **colleges should be able to offer black studies programs if they wish.** (See Item 44 in tables.) But in response to the statement, **"Any special academic program for black students should be administered and controlled by black people,"** fewer than half of the future teachers (44.7 per cent) as well as undergraduates in general (46.6 per cent) "agreed strongly" or "agreed with reservations." Almost half (49 per cent) of the elementary teacher candidates "agreed with reservations" or "strongly agreed" with the statement, compared with 44.7 per cent of secondary teacher candidates. (See Item 43 in tables.)

–In response to the question, **"Have you tutored minority children?"** more teacher candidates (81.1 per cent) than any other human services majors, with the exception of social work and criminology majors (86.8 per cent) either had tutored minority children or said they would like to. More elementary teacher candidates had tutored minority group children (27.3 per cent) and more were interested in tutoring them (61.6 per cent) than secondary teacher candidates (18.9 per cent had tutored and 58.7 per cent hadn't tutored, but would like to). (See Item 284 in tables.)

[For other differences which appear to separate teacher candidates–as far as their attitudes are concerned–from other undergraduates and from other human services-oriented pre-professional groups, see Items 224, 134, 247, 239, 243, and 133 in tables.]

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Views About Colleges of Education Studied. . .

Teacher candidates, in general, do not show much more dissatisfaction with their professional training than students pursuing other careers. However, the consistency of their responses to the Carnegie questionnaire indicates a discouraging pattern of attitudes for elementary teachers-to-be. Future secondary teachers were closer in their responses about their college training to the overall undergraduate sample.

Though many of the Carnegie questions dealt with satisfaction with professional training, the following examples illustrate the general pattern of percentages. (See tables for other items related to attitudes toward teacher training, as compared with attitudes toward other pre-professional courses of study which deal directly or indirectly with "human services.")

–**"Professors in my major field give my work the attention it deserves."** Percentages of "usually true" or "almost always true" responses: all undergraduates, 74.6; teacher candidates, 70.4; elementary, 68.5; secondary, 71.8. (See Item 60 in tables.)

–**"I find myself bored in class."** Percentages of "usually true" or "almost always true" responses: all undergraduates, 41.0; teacher candidates, 44.3; elementary, 45.8; secondary, 43.4. (See Item 63 in tables.)

–**"I am not really learning anything *important* (if true, does it bother you?)."** Percentages of "true, plus yes, it bothers me" responses: all undergraduates, 13.9; teacher candidates, 16.3; elementary, 18.3; secondary, 14.7. [Art and art history majors (22.4 per cent) and social work majors (27.8 per cent) had higher incidence of "true, plus yes" responses, but most human services-related preprofessional groups had lower percentages than teacher candidates.] (See Item 85 in tables.)

–**"How important is it for you to get a detailed grasp of a special field?"** Percentages of "fairly important" or "essential" responses: all undergraduates, 95.6; teacher candidates, 96.2; elementary, 97.5; secondary, 95.5. (See Item 71 in tables.)

–**"How much of a detailed grasp of a special field have you received at your college?"** Percentages of "much" responses: all undergraduates, 25.7; teacher candidates, 21.4; elementary, 19.7; secondary, 22.4. Most other future professionals had higher percentages (ranging from 28 to 54 per cent) of "much" responses; only future social workers (14.2 per cent) and home economics majors (15.4 per cent) had fewer "much" responses than future teachers among those planning careers related to human services. (See Item 72 in tables.)

–**"How important is it for you to get training and skills for an occupation?"** Percentages of "fairly important" or "essential" responses: all undergraduates, 91.9; teacher candidates, 94.1; elementary, 95.9; secondary, 93.1. (Elementary teacher candidates had 68.6 per cent "essential" responses to the question, while 55.2 per cent of future secondary teachers answered "essential.") (See Item 75 in tables.)

–**"How much training and skills for an occupation have you received at your college?"** Percentages of "much" responses: all undergraduates, 20.7; teacher candidates, 18.6; elementary, 20.3; secondary, 17.9. [With the original education sample, which was computed separately for types of colleges, junior college students had considerably fewer "much" answers to that question. Only 1.6 per cent in education programs said they had received "much" training, compared with 27.5 per cent of all junior college undergraduates. However, teacher trainees in universities (34.7 per cent) and four-year colleges (23.5 per cent) had higher percentages of "much" answers than the overall undergraduate sample–20.0 per cent in universities and 16.3 per cent in four-year colleges.] (See Item 76 in tables.)

Attitudes of Elementary Teacher Candidates Slightly More Negative:

Future Secondary Teachers Closer to General Sample In Views Toward Their Professional Training

–**"How important is learning to get along with people?"** Percentages of "essential" responses: all undergraduates, 76.0; teacher candidates, 79.7; elementary, 81.6; secondary, 78.7. (See Item 77 in tables.)

–**"How much have you learned about getting along with people?"** Percentages of "much" responses: all undergraduates, 50.7; teacher candidates, 50.4; elementary, 52.5; secondary, 47.3. (See Item 78 in tables.)

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"How much training and skills for an occupation have you received at college?"

Percentage of "Much" Responses:

All Undergraduates–20.7
Teacher Candidates–18.6

University Undergraduates–20.0
University Teacher Candidates–34.7

Four-Year College Undergraduates–16.3
Four-Year College Teacher Candidates–23.5

Junior College Undergraduates–27.5
Junior College Teacher Candidates–1.6

Future Teachers Not Much Different in 'Authoritarianism' Indicators

Exception: Junior College Education Majors Appear To Be Much More Authoritarian Than Other J.C. Students

Future teachers were about like other students on most variables dealing with authoritarianism, according to recent tabulations of Carnegie data, and elementary and secondary teacher candidates did not differ greatly. It might be hoped by some teacher educators that students entering teacher education programs would be *less* authoritarian than other students, since they will be influencing future generations to such a degree. However, wherever future teachers appeared less authoritarian, the differences were slight. [Seniors did appear less authoritarian than freshmen, though, in almost all cases. See tables in white section.]

Items that deal with authoritarianism are based on the following components, devised by Adorno *et al.* and listed by the Carnegie Commission (T. Adorno, E. Frenkel-Brunswik, D.J. Levinson and R.N. Sanford, *The Authoritarian Personality*, New York, 1950):

1. **Conventionalism**–rigid adherence to and *over* emphasis upon middle-class values.

2. **Authoritarian Submission**–exaggerated, emotional need to submit to others and uncritical acceptance of a strong leader.

3. **Authoritarian Aggression**–favoring condemnation, total rejection, stern discipline, or severe punishment as ways of dealing with people who deviate from conventional values.

4. **Anti-intraception**–disapproval of a free emotional life, or the intellectual or theoretical, and of the impractical. The anti-intraceptive person . . . rejects feelings, fantasies, and other subjective or tender-minded phenomena.

5. **Superstition and Stereotype**–implies a tendency to shift responsibility from within the individual onto outside forces beyond one's control and . . . a tendency to think in rigid, oversimplified categories.

6. **Power and Toughness**– aligning of oneself with power figures . . . [and] a denial of personal weakness.

7. **Destructiveness and Cynicism**–a rationalized aggression.

8. **Projectivity**–[exaggerated] disposition to believe that wild and dangerous things go on in the world.

9. **Sex**–exaggerated concern with sexual goings-on, and punitiveness toward violators of sex mores.

A few brief examples of tabulated results follow:

Per cent of answers which "agree with reservations" or "strongly agree" with the following statements:	All Undergraduates	All Teacher Candidates	Elementary	Secondary
1. Student demonstrations have no place on a college campus (Item 45).	29.3	27.4	29.2	25.2
2. Students who disrupt the functioning of a college should be expelled or suspended (Item 47).	63.7	62.0	62.6	60.8
3. Most college officials have been too lax in dealing with student protests on campus (Item 49).	48.5	45.2	44.2	44.1
4. I believe there is a God who judges men (Item 136).	75.3	80.2	78.4	80.9
5. College officials have the right to ban persons with extreme views from speaking on campus (Item 143).	25.4	21.3	19.8	21.0
6. Students should have a major role in specifying the college curriculum (Item 372).	74.2	77.3	79.8	77.6
7. Marijuana should be legalized (Item 378).	45.9	44.4	44.6	45.7
8. Divorce laws should be liberalized (Item 379).	52.0	50.0	45.4	54.2
9. Under some conditions, abortions should be legalized (Item 380).	85.8	84.1	84.4	84.9
10. Capital punishment (the death penalty) should be abolished (Item 382).	62.5	63.4	65.8	63.6

In the sample originally tabulated (education majors, including those who may not plan to teach), which was computed separately for different types of colleges, there was a definite pattern of junior college education majors being more authoritarian than future teachers in other colleges. In addition, the authoritarian tendencies of future teachers in junior colleges were stronger than for junior college students as a whole (even though university and four-year college students were less authoritarian than the average junior college students). For instance, the statement dealing with capital punishment being abolished was answered "strongly agree" by 33.7 per cent of university education majors, by 41.9 per cent of four-year college education majors, and by 9.2 per cent of junior college education majors, even though 37.2 per cent "strongly agreed" in the total junior college sample.

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Compared With All Other Undergraduate Students. . . .

Senior Future Teachers Seem More Dissatisfied, But Freshmen Candidates Have Fewer Complaints

By Jan Pieper
Study Commission Editor

After four years of college, students' attitudes and beliefs are expected to be different from those they expressed as entering freshmen. Through natural maturation and the college process, future teachers would be likely to reflect the same kinds of changes that take place in other students.

In an effort to find out if teacher training is helping to produce unusual differences between freshmen and seniors, Study Commission researchers ran the Carnegie Commission statistics through the computer one more time. (Freshman responses were separated from those of seniors and the differences were computed.)

Though the teacher candidates were similar to most students in responding to many of the questionnaire items, there were some items on which the differences between freshmen and senior future teachers varied enough from the aggregate differences of undergraduate students to indicate some possible relationship to their training. *[Tables recording freshman-to-senior differences in the total undergraduate sample are not printed in the tables section of this newsletter but are available from the Study Commission.]*

Statistics Reflect Only Speculation of Changes

No actual "change pattern" could be observed, since the sample was not longitudinal–it dealt with separate groups of freshmen and seniors polled at the same time from a cross-section of undergraduates, not with the same students as they progressed from the freshman to the senior year. The observations reported on therefore indicate only numerical differences in percentages, and any "change" observed between freshmen and seniors is based on speculation. Indeed, if seniors were different in attitude from freshmen (and they usually proved to be), numerous factors might have caused the differences. College experiences and formal training may have been only minor factors.

However, some of the consistent differences which the Carnegie data reveal add up to what might be interpreted as a rather devastating indictment of teacher education. For instance, though senior teachers-to-be appeared to be less authoritarian than freshman future teachers–as expected–(see p. 8 for measures of authoritarianism used), they seemed more cynical about their education and more critical of their professors and their colleges than comparable groups of students outside the teacher training programs. In some cases, where freshmen appeared to be slightly more approving of certain aspects of college if they were entering teacher training, the seniors who were future teachers were less approving than most undergraduate seniors.

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CROSS-SECTIONAL DESIGN NOTED

It is important to remember that the study being discussed here had a cross-sectional design, so that opinions secured were those of freshmen and seniors in colleges and universities in the 1969-70 academic year. It could be that differences between freshmen and seniors merely reflect the differences in attitudes and opinions of college and university students with different cohort experiences, rather than being due to experiences occurring during the academic career.

While we recognized the limitations of the study design, we thought it would be informative to compare freshmen and senior teacher candidates with all undergraduate freshmen and seniors. It is highly unlikely that differences between freshmen and seniors are not due to some extent to the experiences of seniors during their undergraduate career, and certainly less likely that any difference could be attributed to cohort differences in a national sample of the magnitude of this one.

Therefore it seems quite reasonable to suggest that differences between freshmen and seniors are due to changes which occurred in the attitudes and opinions of seniors since their freshman year. Since senior teacher candidates are just months away from employment as teachers, the attitudes which they hold near the end of their undergraduate education are important indicators of the kind of teachers which schools of education are turning out.

–David Schadt, Research Associate

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In general, differences between freshmen and seniors—among future teachers and among other students—did not vary greatly from differences recorded in earlier longitudinal studies (those which followed the same students over a period of time). Researchers such as Paul Dressel, Kenneth Kenniston and Mark Gerzon, David A. Goslin and William G. Perry have reported extensively on typical changes which occur in college students. (See box on p. 11 for specific references.) There is a general liberalization of outlook and increased autonomy, openmindedness, cognitive realism and independence of moral judgment during the period of higher education. Along with this usually comes, according to several researchers, a decline in authoritarianism, dogmatic ethnocentrism, prejudice, and unthinking adherence to dominant traditional values.

The majority of college students learn to leave behind the tendency to divide all questions into true or false and begin to consider the divergence of opinion which they encounter and move to a state of relativism, where all questions become a matter of perspective and require a "weighing of facts and opinions." (See box on p. 13 for Martin Haberman's assessment of likely changes resulting from a college education and for his suggestions about why changes may be greater for teacher candidates.)

"Most American colleges reward conformity and crush creativity."

Percentage of "Strongly Agree" responses:

All Undergraduate Freshmen—10.2
Teacher Candidate Freshmen—6.4
All Undergraduate Seniors—16.3
Teacher Candidate Seniors—23.0

'Crushing Creativity' Noted by Future Teachers

By comparing results in the tables published in this newsletter, the reader can get an idea of the kinds of differences teacher training may be encouraging. A representative sampling of items follows:

—As might be expected, more seniors than freshmen agreed with the statement, **"Most American colleges reward conformity and crush creativity."** But where the difference was moderate among all undergraduates, future teachers showed a large difference—from 6.4 per cent "strongly agreeing" as freshmen to 23 per cent "strong agreement" among seniors, nearly three times as large a difference in percentage as in other students. For the total undergraduate sample, 10.2 per cent of the freshmen and 16.3 per cent of the seniors "agreed strongly." (Other choices of response were "agree with reservations," "disagree" or "strongly disagree.") (See Item 41 in tables.)

"... typical changes which occur in college students (include) ... a general liberalization of outlook and increased autonomy, openmindedness ... and independence of moral judgment."

—Undergraduates were given the choice between "true" or "false" responses to their belief in the statement, **"It is difficult both to get good grades and to really learn something."** The difference in percentage of "true" answers between freshmen (32.2 per cent) and seniors (42.4 per cent) was more than three times as large among future teachers than in the overall student sample, in which freshmen had 32.3 per cent "true" answers and seniors had 35.6 per cent. (See Item 88 in tables.)

—To the statement, **"Most faculty in my college are strongly interested in the academic problems of undergraduates,"** future teachers who were freshmen responded about like other freshmen—64.2 per cent "agreed with reservations" or "strongly agreed," compared with 64.1 per cent of freshmen in the total sample. But the senior teacher candidates' agreement was considerably less—48.0 per cent—while seniors in the total sample differed only slightly from freshmen, as 60.3 per cent agreed. (See Item 126 in tables.)

Teachers-To-Be Less Satisfied With Guidance

—Advice and guidance from faculty and staff appeared to be somewhat deficient for future teachers responding to the Carnegie questionnaire, if seniors' assessments were valid. The students could

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"Most faculty in my college are strongly interested in the academic problems of undergraduates."

Percentage of "Strongly Agree" or "Agree with Reservations" responses:

All Undergraduate Freshmen—64.1
Teacher Candidate Freshmen—64.2
All Undergraduate Seniors—60.3
Teacher Candidate Seniors—48.0

(Continued from Page 10.)

respond "not enough," "about the right amount," or "too much," to the question, **"How much advice and guidance from the faculty have you had?"** While only 44.9 per cent of the freshmen teacher candidates indicated "not enough" guidance, 64 per cent of the seniors said there was "not enough." Those teachers-to-be who answered "about right" were fewer among seniors than among freshmen: 52.6 per cent of the freshmen responded that they received about the right amount, but only 35.7 per cent of the seniors. This would not be particularly alarming if it did not differ so much from the general run of student opinion. In the total sample, 52.1 per cent of the freshmen said they were getting about the right amount (nearly the same as future teachers as freshmen), but in the senior year 47.4 per cent of the total sample responded that they were receiving the right amount. Thus the difference among future teachers was nearly four times as large as the difference between freshmen and seniors in the overall sample. In addition, only 51.6 per cent of the seniors in the total sample said they weren't getting enough guidance, as compared with 64 per cent of future teachers as seniors (see also Item 159 in tables):

	Teacher Candidates		Total Undergraduate Sample	
	Freshmen	Seniors	Freshmen	Seniors
Not Enough	44.9%	64.0%	46.2%	51.6%
About the Right Amount	52.6	35.7	52.1	47.4
Too Much	2.4	0.3	1.7	1.0

–In response to the statement, **"Professors in my major field give my work the attention it deserves,"** freshmen in teachers colleges answered 80.1 per cent "usually true" or "always true," while

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"How much advice and guidance from the faculty have you had?"

". . . the difference among future teachers was nearly four times as large as the difference between freshmen and seniors in the overall sample."

These research studies deal with changes which take place in student attitudes during their college years:

–Paul Dressel, "The Impact of Higher Education on Student Attitudes, Values and Critical Thinking Abilities," in Milton Shoben, *Learning and the Professions* (Athens, 1968), pp. 105-204.

–Kenneth A. Feldman and Theodore M. Newcomb, *The Impact of College on Students* (San Francisco: Jossey-Bass, 1968).

–Gerald Gurin, "Impact During College," in *A Degree and What Else? A Review of the Correlates and Consequences of a College Education*, ed. by Stephen Withey *et al.* (draft prepared for the Carnegie Commission on Higher Education, New York, and McGraw-Hill Book Co.)

–Kenneth Kenniston and Mark Gerzon, "Human and Social Benefits," *Universal Higher Education: Costs and Benefits* (Washington, D.C.: American Council on Education, 1971).

–Lawrence Kohlberg, "State and Sequence: The Cognitive-Developmental Approach to Socialization," in *Handbook of Socialization Theory and Research*, ed. by David A. Goslin (Chicago: Rand-McNally, 1969).

–William G. Perry, Jr., *Forms of Intellectual and Ethical Development in the College Years* (New York: Holt, Rinehart and Winston, 1970).

–Nevitt Sanford, ed., *The American College: A Psychological and Social Interpretation of Higher Learning* (New York: Wiley and Sons, 1962).

–James W. Trent and Leland Medsker, *Beyond High School: A Psychosociological Study of 10,000 High School Graduates* (San Francisco: Jossey-Bass, 1968).

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69.9 per cent of the seniors gave these responses (a difference of 10.2 per cent). The total sample showed only a negligible difference between freshmen and seniors—1.7 per cent (77.3 per cent for freshmen and 75.6 per cent for seniors). (Other possible responses were "usually false" or "almost always false.") (See Item 60 in tables.)

Relevancy of College Training Questioned

—Responses to the statement, **"Much of what is taught at my college is irrelevant to what goes on in the outside world,"** indicated that the differences between freshmen and seniors was nearly four times as great among future teachers than among the total undergraduate sample. Slightly more than one-third of the freshman teacher candidates (36.5 per cent) "agreed with reservations" or "strongly agreed" with the statement, while nearly half (49 per cent) of the seniors gave one of those responses. (Other choices were "disagree with reservations" or "strongly disagree.") Among the total group of students, 41.8 per cent of the freshmen and 45.2 per cent of the seniors "agreed with reservations" or "strongly agreed." This is one example out of several which indicate that future teachers as freshmen had more favorable attitudes toward their colleges than students in general and that senior teacher candidates had less favorable attitudes than the aggregate of all students. (See Item 125 in tables.)

—The validity of the previous item was somewhat reinforced by the responses to a similar question: **"Course work should be more relevant to contemporary life and problems."** The difference in percentage of "strong agreement" between freshman and senior teacher candidates was about twice as high as the difference between freshman and senior students who were not teacher candidates, though there was general agreement with the statement among all students and no differences were large. (More than 90 per cent of all students in all cases—freshmen and seniors—either "agreed with reservations" or "strongly agreed," but 49.4 per cent of freshman future teachers and 58.3 per cent of the seniors "strongly agreed," while 44.9 per cent of the freshmen and 49.3 per cent of the seniors in the total sample "strongly agreed.") (See Item 54 in tables.)

"Much of what is taught at my college is irrelevant to the outside world."

Percentage of "Strongly Agree" or "Agree with Reservations" responses:

All Undergraduate Freshmen—41.8
Teacher Candidate Freshmen—36.5
All Undergraduate Seniors—45.2
Teacher Candidate Seniors—49.0

—To the statement, **"The best way to make it is to tell the professors what they want to hear,"** 16.8 per cent of the freshman teacher candidates said that was "always true," but 27.0 per cent of the seniors thought so—a difference of 10.2 per cent, which is not necessarily surprising. However, the future teachers' responses were quite different from those of the total sample, in which freshmen (22.9 per cent said "always true") and the seniors (24.6 per cent said "always true") differed by only 1.7 per cent. (See Item 70 in tables.)

Less Authoritarianism Among Seniors

Several questionnaire items seemed to indicate that future teachers follow the normal pattern of becoming less authoritarian during their college years (see p. 8 for measures of authoritarianism used). In most cases, teacher candidates as seniors appeared to be slightly less authoritarian than other students. A few examples follow:

"In most cases, teacher candidates as seniors appeared to be slightly less authoritarian than other students."

—In response to the statement, **"Students who disrupt the functioning of a college should be expelled or suspended,"** teacher candidates seemed less authoritarian than other students to begin with ("strong agreement" among freshmen was 31 per cent for future teachers and 35.5 per cent for others). Seniors showed larger differences from the general student distribution. Only 22.1 per cent of senior teacher candidates "strongly agreed" with the statement, compared with 28.8 per cent of the total sample of seniors. (See Item 47 in Appendix.)

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A brief summary of research about the effects of a college education was included in a research bulletin by Martin Haberman, professor of curriculum and instruction at the University of Wisconsin-Milwaukee (*Guidelines for the Selection of Students into Programs of Teacher Education*, Association of Teacher Educators and ERIC Clearinghouse on Teacher Education, May, 1972), and is reprinted here:

> [Kenneth A.] Feldman and [Theodore M.] Newcomb [*The Impact of College on Students*, Jossey-Bass, 1969] indicate that students who go through college increase their interest in aesthetic and cultural values, become more relativistic and less moralistic in their ethical judgments. They also take an increasingly liberal rather than conservative position on political and socioeconomic issues and become more openminded as measured by scales on authoritarianism, dogmatism, ethnocentrism and prejudice. [A.W.] Chickering ["College Experience and Student Development," speech given at the 137th Annual Meeting of the American Association for the Advancement of Science, Chicago, 1970] found the several areas of change in all colleges to include: increased autonomy, increased awareness of emotions and impulses and the increased readiness to express them, increased personal integration, increased aesthetic sensitivity and interest in the arts and humanities, increased tolerance for ambiguity and complexity, increased religious liberalism, and decreased concern for material possessions and practical achievement.
>
> These patterns are directly related to length of attendance. While high school graduates who do not attend college tend to change somewhat in the same direction as college students, their changes are not as great. Students who drop out of college change more than high school graduates but less than college graduates. Impact seems directly related to the time spent in college [James W. Trent and L.L. Medsker, *Beyond High School: A Psychological Study of 10,000 High School Graduates*, Jossey-Bass, 1968]. It is also important to note that while this liberalization reflects the impact of colleges generally, there are differential effects of different colleges and different programs within colleges.
>
> As we will show later on, most students in teacher education are from lower socioeconomic and working class backgrounds. These students are more traditional than middle-class students when they begin as freshmen. It is noteworthy that the greatest change occurs in student groups that are originally lowest in libertarianism. The effect of college is to reduce the influence of prior social statuses and experiences and to forge a new set of shared identities and attitudes among college graduates [M. Trow, "Education and Survey Research," in Charles Y. Glock, ed., *Survey Research in the Social Sciences*, Russell Sage Foundations, 1967].

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–Teacher candidates as freshmen (26.2 per cent "agreeing with reservations" or "strongly agreeing") did not differ much from other students in response to the statement, **"College officials have the right to ban persons with extreme views from speaking on campus"** (27.7 per cent "agree with reservations" or "strongly agree"). But seniors among future teachers were farther below other students on this indicator of authoritarianism. Seniors who planned to become teachers had a 16.2 percentage of "agree with reservations" or "strongly agree" responses (10 per cent lower than freshmen), while seniors in the general sample showed 23.2 per cent agreement (4.5 per cent less than freshmen). (See Item 143 in tables.)

–Legalization of marijuana was favored by more teachers college seniors, though future teachers as freshmen were slightly less strongly in agreement than other freshmen. "Strong agreement" with the statement, **"Marijuana should be legalized,"** was 10 per cent greater among future teachers as seniors (26.1 per cent "strong agreement") than among freshmen (16.1 per cent "strong agreement"). In the general student population seniors (24.2 per cent) differed in "strong agreement" from freshmen (19.0 per cent) by only 5.2 per cent. (See Item 378 in tables.)

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"Marijuana should be legalized."

Percentage of "Strongly Agree" responses:

All Undergraduate Freshmen–19.0
Teacher Candidate Freshmen–16.1
All Undergraduate Seniors–24.2
Teacher Candidate Seniors–26.1

COMPARED WITH PROFESSORS IN OTHER FIELDS. . .

Education Faculty Somewhat More Open To Student Input

By Paul A. Olson, Director,
and David Schadt, Research Associate,
Study Commission Staff

Colleges of Education have sometimes in recent studies been described as "authoritarian," resistant to student input and unconcerned for undergraduate students. The charge has been put in student publications, government-sponsored conference statements and books of the "How Higher Education Fails" vintage. The charges seem to be half-truths at best—particularly if the education department is compared with the rest of the university. Education colleges and departments are not marked by not wanting to provide students a role, but by having less freedom to provide them a full role and by not fighting for such a role for them. They are not marked by indifference to undergraduate teaching so much as by a diffuse sense of mission.

The education students answering the Carnegie questionnaire agreed strongly (77.3 per cent) that students should have a major role in specifying the curriculum. About half (50.9 per cent) said they believed that faculty promotions should be based on student evaluations. And, in general in answers to other questions, students in the Colleges of Education seemed to be asking for input in the organization's conduct of its activities.

Results of the Carnegie survey of faculty members indicate, however, that Colleges of Education are not any more adverse to student participation than other segments of the university; in fact, they are somewhat more open to it than other segments (although they tend to feel that the appropriate role for students is an informal one).

(When faculty members responded to a series of questions with regard to undergraduate participation in decision making, the possible responses ranged from control through voting power on committees or through formal or informal consultation, to little or no role in decision making.)

Education Faculty Open to Student Input

In faculty appointments and promotions, 45.7 per cent of the education faculty responded that undergraduates should have little or no role and 45.3 per cent said they believed that students should be consulted formally or informally.

In admissions policy, the largest percentage of faculty (54 per cent) said they believed that students should have either an informal or formal role, while the remainder split between students having voting power on committees (20.8 per cent) and their having little or no role (25.1 per cent). In providing for the content of courses, most of the faculty responded that they believed that students should have a formal role—either formal consultation (39.5 per cent) or voting power on committees (20.3 per cent).

In student discipline, most of the faculty said they believed undergraduates should have voting power on committees (54.6 per cent) or control of the process (13.3 per cent). As to the provisions of the bachelor's degree requirements, 59 per cent of the faculty said they believed students should have a consultative role, formally or informally, and the others split between their having voting power on committees (19.3 per cent) or little or no role (21.7 per cent). Over one-third (36.2 per cent) of education faculty said they believed that undergraduate education would be improved if the undergraduate institutions were governed by faculty and students. In general, more education faculty were open to strong formal or informal student participation in the shaping of the undergraduate program than the faculty in other professional areas, save social work and architecture. In view of the education faculty's apparent willingness to design programs in relationship to their clients, it is particularly unfortunate that the faculties are hamstrung by accreditation and licensing requirements. For faculty who do not want student participation, there is the possibility of appeal to the licensing and accreditation requirements to prevent the formulation of reform.

Indeed, education faculties generally indicate a commitment to more student access to field work (67.4 per cent); more attention

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"In providing for the content of courses, most of the faculty responded that they believed students should have a formal role—either formal consultation. . . or voting power on committees."

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to students' emotional growth (84 3 per cent); more attention to issues of relevancy (91.2 per cent). They see themselves as concerned for the provision of quality teaching services and, although they are not deeply sympathetic to non-mainstream cultures, they do not come across as rank bigots. For though education faculty are not **deeply** committed to "cultural pluralism" or to the use of education as an instrument of justice, they are **more strongly** committed than are most professional or pre-professional faculties. At least, this is suggested by the education faculty Carnegie responses:

	Education Faculty	Social Work	Architecture	Law	Nursing	Phys. Ed.	Home Ec.
–Institutions should be actively engaged in solving social problems:							
Strongly Agree	32.8	54.8	29.4	26.2	29.1	17.3	17.9
Agree with Reservations	42.3	25.5	39.1	34.4	49.6	45.2	55.0
–More minority undergrads should be admitted even if through relaxed standards:							
Strongly Agree	16.6	35.2	18.8	20.7	7.7	4.4	4.4
Agree with Reservations	33.6	38.2	23.6	36.6	28.8	17.1	21.5
–Black studies programs should exist at institutions with substantial black enrollment:							
Strongly Agree	28.8	41.6	32.3	22.6	30.0	19.4	23.8
Agree with Reservations	39.3	40.4	47.0	40.5	49.6	40.8	47.3
–Black people should administer and control special academic programs for black people:							
Strongly Agree	30.0	6.1	6.0	2.2	2.1	1.0	2.3
Agree with Reservations	19.7	40.9	25.9	17.0	27.6	17.6	22.0
–Black people should control "de facto" segregated schools:							
Strongly agree	18.2	33.7	23.6	44.5	23.2	16.9	23.2
Agree with Reservations	43.0	44.3	48.1	46.7	44.2	43.3	39.6
–Intentional or not, most American colleges are racist:							
Strongly Agree	13.2	21.4	11.4	6.0	9.0	8.8	12.1
Agree with Reservations	27.4	46.4	26.0	22.7	31.4	24.9	26.6

The faculties that have most to do with minority people are most likely to be supportive of them. One could wish education faculties were more supportive.

". . . though education faculties are not deeply committed to 'cultural pluralism,'. . . they are more strongly committed than are most professional or pre-professional faculties."

Professional Training Not a High Priority Item

One common feature of the education faculty is that many did not see "professional preparation" as their prime job; only 29.4 per cent said that preparing undergraduates for their chosen occupation was of first importance to them, while 36.9 per cent ranked providing undergraduates with a broad liberal education as of first importance.

A considerable minority of university, as opposed to college, faculty in education saw their first priority job as providing undergraduates with a broad liberal education (22.5 per cent). More (40.3 per cent) considered training graduate or professional students as their first priority, and only 28.5 per cent indicated preparing undergraduates for their chosen occupation was of first priority to them. University education faculty are highly oriented toward graduate professional education as indicated by a comparison with university faculty in general. (See the tables accompanying this article.) Somewhat surprisingly–in view of the recency of the development of large graduate schools of education, university education faculty chose training graduate or professional students as a first priority more often and engaging in research as a first priority less often than was the case among university faculty in general.

What is even more surprising is the orientation of faculty at four-year colleges, where most of the undergraduate teacher training takes place. Almost half of the education faculty there (48.9 per cent) gave first priority to providing undergraduates with a broad liberal education, and only 29.7 per cent put preparing undergraduates for their chosen occupation as their first priority activity. Training graduate or professional students was ranked by 18.4 per cent as first priority and engaging in research was first ranked by only 3.0 per cent of the education faculty at such institutions. (It is not clear why graduate training should be a priority at all at an institution which provides primarily undergraduate education.)

When education faculty assessed institutional expectations, a different pattern presented itself. Institutional expectations, generally speaking, were perceived as being more oriented to preparing

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lents for occupational pursuits. Taking education faculty nation-, 37.0 per cent chose preparing undergraduates for their chosen upation as their institution's first priority. Another 19.9 per cent ceived it to be training graduate or professional students, while 2 per cent saw it as providing undergraduates with a broad liberal cation and 13.0 per cent perceived it to be engaging in research.

onal Priorities Vary From Institutional Ones

For the university education faculty, the pattern of difference veen their personal priorities and those of their institutions was ollows: while about the same proportion (29.0 per cent) saw nstitutional priority as preparing undergraduates for their chosen upation, fewer (15.3 per cent) saw providing the undergraduate a broad liberal education as a first priority for education lty, and fewer (29.4 per cent) saw it as being the training of uate or professional students. Considerably more (26.3 per) saw engaging in research as the first priority as far as the tution is concerned.

Among four-year college education faculty, the institutional first priority as different from their personal priority was perceived by a larger proportion (44.2 per cent) as being the preparation of undergraduates for their chosen occupation. This difference is accounted for by a lower, though still considerable, proportion (40.8 per cent) who saw the first priority from the institutional point of view as providing undergraduates with a broad liberal education and fewer (13.0 per cent) who saw it as training graduate or professional students, and a smaller proportion (1.9 per cent) viewing it as research.

[Copies of complete tables which indicate faculty responses to Items 193 to 200, dealing with personal and institutional priorities, are available from the Study Commission. The responses are broken down into general responses and responses from education faculty, and percentages are given for all faculty, university faculty, four-year college faculty, and junior college faculty. The activities are also ranked in a summary table, printed below.]

GIVEN THE FOLLOWING FOUR POSSIBLE ACTIVITIES OF "ACADEMIC MAN," PLEASE MARK THE FIRST THREE IN ORDER:

1. **According to their importance to you personally–(Percentages rated "of first importance," excluding those who marked two activities first).**

	All Faculty		*University*		*Four-Year Colleges*		*Junior Colleges*	
Item 201)	**General**	**Education**	**General**	**Education**	**General**	**Education**	**General**	**Education**
1. Provide undergraduates with broad liberal education	47.1	36.9	32.1	22.5	62.5	48.9	57.5	63.7
2. Prepare undergraduates for their chosen occupation	26.4	29.4	20.2	28.5	28.7	29.7	41.0	36.3
3. Train graduate or professional students	15.1	28.1	27.1	40.3	5.0	18.4	0.6	0.0
4. Engage in research	11.5	5.6	20.6	8.7	3.7	3.0	0.8	0.0

2. **According to your understanding of what your institution expects of you–(Percentages rated "of first importance," excluding those who marked two activities first).**

	All Faculty		*University*		*Four-Year Colleges*		*Junior Colleges*	
(Item 202)	**General**	**Education**	**General**	**Education**	**General**	**Education**	**General**	**Education**
1. Provide undergraduates with broad liberal education	40.6	30.2	23.4	15.3	60.4	40.8	45.5	60.9
2. Prepare undergraduates for their chosen occupation	32.1	37.0	24.0	29.0	34.6	44.2	52.7	39.1
3. Train graduate or professional students	11.6	19.9	21.6	29.4	3.2	13.0	0.3	0.0
4. Engage in research	15.8	13.0	31.1	26.3	1.8	1.9	1.6	0.0

Original Survey Included Extremely Large Samples. . .

Commission Used Randomly Selected Sub-Samples

By David Schadt
Research Associate,
Study Commission

The questionnaire surveys on which this report is based were carefully designed studies of national samples of faculty, graduate students and undergraduates in the institutions of higher education in the United States. These surveys provide the best empirical data presently available on the characteristics and attitudes of three major categories of participants in the nation-wide higher education process. An enumeration of the total populations of graduate students and faculty was obtained by the Carnegie researchers, and the subsequent samples were based on certain proportions of the actual totals. The undergraduate sample was drawn from among respondents to the American Council on Education (ACE) freshman surveys from 1966 through 1969. After the questionnaires had been returned, each sample obtained was weighted, on the basis of several known population parameters, to approximate the actual population proportions.

Due to the extraordinarily large size of the original survey samples and the prohibitive costs of the computer analysis of such large data sets, the data sets used in the Study Commission analysis of undergraduate teacher education were randomly selected subsamples of the actual national samples.

Extremely Large Sub-Samples Used

The undergraduate sample of 14,139 respondents is 20 per cent of the original sample of 70,772 respondents; the faculty sample of 20,008 is one-third of the original sample of 60,028, and the graduate sample of 16,481 is 50 per cent of the 32,963 graduate respondents. Even samples of the size used in these analyses are considered extraordinarily large. (See p. 19 for a more detailed report of the statistical process used by the Study Commission.)

Once the data are compiled, interpretations and selections must be made. Data do not interpret themselves. People interpret data. Hopefully their interpretations are consistent with the findings which the data represent. However, the theorists, in this case Study Commission staff members, may have models in mind derived from other sources with which the actual distribution of responses to specific questions or groupings of questions may be compared.

The research upon which the data analyzed here is based was not sponsored by the Study Commission, which is only utilizing this source of information to test some of its contentions about the state of teacher education in the United States.

Since the sizes of the samples analyzed were so large, even small differences between categories were statistically significant at the .01 level. A significance of .05 is considered throughout as an adequate level of significance for inferences to the population samples. A judgment had to be made, therefore, about what differences were meaningful between those in teacher education and the respondents in general or those in specific human service professions.

"These surveys provide the best empirical data presently available on the characteristics and attitudes of three major categories of participants in the nation-wide higher education process."

More Caution Needed in Other Areas

The human service majors in the sample were not as numerous as education majors; therefore, more caution must be taken in making inferences to the actual population of these majors.

Since the questionnaires upon which these data are based were not specifically designed to test the assertions of the Study Commission questions, there are gaps in the supporting data, and the use of some questions as indicators of more abstract concepts are not as clear-cut as desired. However, Study Commission theorists attempted to be reasonable in the use of various questions as empirical level measures of the more abstract concepts.

The data presented in the form of percentage tables in this newsletter are descriptive of the various categories of undergraduates, graduates and faculty members. The percentage tables are easy to inspect, and they present the patterns of response clearly with no loss of information. (Comparisons are easy to make, and readers are encouraged to make their own interpretations rather than to rely on Study Commission analyses.)

The focus of the comparative analysis of percentage tables is on the relation of those undergraduates who are elementary and secondary teacher candidates to the general undergraduate sample and to students who were candidates for other human services professions. This same kind of analysis was undertaken with the faculty and graduate student data. However, the primary interest of the Study Commission is undergraduate students in teacher education programs.

Selected Pre-Professional Groups Compared

The Study Commission took special pains to compare undergraduate teacher candidates with several other categories of undergraduates who identified themselves according to their major. These specific majors were selected because they prepare undergraduates to enter a profession, at least on its lowest rungs, after attaining undergraduate degrees. Unlike law, medicine, theology and the disciplines which require an undergraduate degree plus a graduate or

(Continued on Page 18.)

(Continued from Page 17.)

professional degree, the professions selected for comparison permit entrance into the profession after obtaining the undergraduate degree. Some professions, such as architecture, require an additional year for the first degree, but basically the pattern is the same. In addition to the educational requirement, the other criterion for selection was whether the profession was oriented toward providing a service to persons.

With the exception of art and art history—which was chosen on a whim of curiosity as representative of the arts and humanities—the various majors more or less fit these criteria. A more complete analysis, to be published later, compares teacher candidates with those undergraduates in the three broad categories of arts and humanities, the social sciences, and physical and biological sciences.

(See inside right packet cover for sub-sample and original sample sizes for the undergraduate pre-professional groups.)

PERCENTAGES OF MALES AND FEMALES AMONG TEACHER CANDIDATES

(Includes all education majors and all students who listed teaching as a "probable first job" or "probable career occupation")

	Number*	Percentage
Male	642,230	*33.4*
Female	1,281,680	*66.6*
Total	**1,923,910****	*100.0*

*Estimated number obtained by using responses to several Carnegie Commission survey questions. Sample was weighted to reflect the number of students who entered higher education from 1966 through 1969, according to Carnegie Commission researchers (see *Technical Report: National Surveys of Higher Education*, pp. 39-40).

**This number can be compared with an estimated total undergraduate population of 6,513,516, based on enrollment figures for students entering higher education from 1966 through 1969.

SEX AND PROBABLE FIRST JOBS*** OF TEACHER CANDIDATES

	Male		Female		Total	
	Number	*Percentage*	Number	*Percentage*	Number	*Percentage*
Elementary teaching listed as "probable first job"						
Education Majors	27,265	*37.7*	331,080	*65.4*	358,345	*61.9*
Non-Education Majors	45,080	*62.3*	175,220	*34.6*	220,300	*38.1*
Total	72,345	*100.0*	506,300	*100.0*	578,645	*100.0*
Total Elementary Candidates		**12.5% Male**		**87.5% Female**	**100.0%**	
Secondary teaching listed as "probable first job"						
Education Majors	63,905	*15.5*	63,165	*13.1*	127,070	*14.2*
Non-Education Majors	349,170	*84.5*	420,455	*86.9*	769,625	*85.8*
Total	413,075	*100.0*	483,620	*100.0*	896,695	*100.0*
Total Secondary Candidates		**46.1% Male**		**53.9% Female**	**100.0%**	
Elementary and Secondary (Includes both categories above)						
Education Majors	91,170	*18.8*	394,245	*39.8*	485,415	*32.9*
Non-Education Majors	394,250	*81.2*	595,675	*60.2*	989,925	*67.1*
Total	485,420	*100.0*	989,920	*100.0*	1,475,340	*100.0*
Total Elementary and Secondary Candidates		**32.9% Male**		**67.1% Female**	**100.0%**	

***Numbers in the upper table include all students who classified themselves as education majors *or* who listed their first job or career occupation as teaching. The numbers in the lower table are smaller because of cross-tabulation (they include only education majors who *also* listed teaching as a "probable first job"). Since some education majors did not list their "first job" possibilities (or did not list teaching), the actual responses are fewer than the total number of probable teacher candidates. It is assumed that the attrition was random and therefore does not substantially affect the proportions.

More Than 3.8 Miles of UNL Computer Printouts Used In Study Commission's Analysis of Carnegie Survey Data

By Gary Rex
Study Commission Staff

Imagine a strip of paper 14 inches high, 20,000 feet long, covered with percentages, tables, matrixes, and various types of statistical correlations and computations. Although it sounds fantastic, this is a description of the combined length of all the computer printouts which supplied the data to be used in one small part of the Study Commission's final report—to be submitted February 1 to the U.S. Office of Education.

The more than 3.8 miles of computer printouts is the result of the concerted efforts of several individuals who were hired to analyze a survey conducted by the Carnegie Commission. The goal of the analysis was to provide the Study Commission with additional insights into the current status of higher education in the United States, particularly with regard to teacher education.

While the analysis of the Carnegie data may seem monumental, it is nevertheless overwhelmed by the size and scope of the Carnegie survey itself. The original study was an extensive questionnaire survey of faculty, graduate students, and undergraduates in a sample of the 2,300 institutions of higher education in the country. By its completion in 1970, the Carnegie survey had sampled 60,028 faculty members, 32,963 graduate students, and 70,772 undergraduates regarding their attitudes, ambitions, and backgrounds. The collected data was then recorded on computer tapes—a sub-sample from each of these data sets was acquired by the Study Commission and programmed for use in the University of Nebraska's IBM 360 computer.

Bureau of Sociological Research Consulted

The task of molding raw data collected by the Carnegie survey into a form which provided the insights needed by the Study Commission was not an easy one. The data had to be subjected to a battery of analytical procedures which not only required substantial statistical expertise and familiarity with computers, but also required the ability to construct a theoretical framework. This job was undertaken by the full-time efforts of David Schadt (a sociologist whose services were contracted for through the Bureau of Sociological Research of the University of Nebraska), with the assistance of Gary Rex, Steve Williams, Lisa Temple, Janet Ries, Patricia Long, Bob Leopold and members of the Study Commission staff.

The first step in the analysis of the Carnegie data was the selection of questions from the survey's questionnaire that focussed on the facts or attitudes in which the Study Commission was interested, such as racism, authoritarianism, or individual educational goals. The second step was to select various sub-groups from the total group of individuals who responded to the survey which might provide clues to understanding why a particular question was responded to the way it was.

In most cases, the sub-groups comprised one-fifth of the total number of persons surveyed; for instance, the number of "all undergraduates" whose answers were analyzed was 14,139, and the total sample was 70,772. Education majors were selected for analysis and were divided into groups from junior colleges, four-year institutions, and universities. Later, a sub-group of students who said they planned to teach was added to education majors to make up another sampling entitled "teacher candidates." Faculty attitudes were also analyzed (using 33 per cent of the total sample as a sub-sample), as well as attitudes of students planning professional careers outside of education.

Computer Isolated Responses and Percentages

The computer was used to isolate the responses of each sub-group to the questions selected earlier. Tables were then prepared—which covered most of the 20,000 feet of computer printouts—for each of the responses, showing the frequency of certain answers and the percentages of those answers in the total sample.

The next step entailed manually constructing tables which compared the responses of each sub-group to the other sub-groups on relevant questions for use in interpreting the data. This task was the most time-consuming—taking more than two months and yielding hundreds of pages of tables. These tables were essential, however, because they reduced the thousands of feet of computer printouts to a form much more convenient for interpretation.

The final step was perhaps the most difficult: it involved the interpretation of those hundreds of pages of tables, along with the additional data provided by such mathematical procedures as factor and regression analysis. For several weeks this compiled data was subjected to both individual and collective scrutiny which produced numerous verbal and written reports.

The result of this analysis was a wealth of information, of which only a fraction will appear in the Study Commission's final report and in this newsletter. A total, more technical summary of the analysis of the Carnegie survey will be written by David Schadt and released by the Study Commission later.

[Editor's Note: The analyses and interpretations used in this newsletter are based largely on personal judgments made by Study Commission staff members. Readers are encouraged to study the tables printed, request further information if necessary, and read the official sociological analysis when it is available.]

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STUDY COMMISSION ON UNDERGRADUATE EDUCATION AND THE EDUCATION OF TEACHERS

October, 1974

The following pages contain a brief summary of figures from an analysis by the Study Commission of data gathered by the Carnegie Commission on Higher Education and the American Council on Education. Though the Carnegie survey (based on lengthy questionnaires sent to students, former students, and faculty members throughout the United States) was completed in 1970, there were many data tapes which had not been previously analyzed—particularly those which dealt with teacher education. David Schadt of the University of Nebraska Bureau of Sociological Research at the University of Nebraska was the chief statistician for the Study Commission project, and he was assisted by Gary Rex, Steve Williams, Lisa Temple, Janet Ries, Patricia Long, Bob Leopold, and members of the Study Commission staff. A complete analysis and series of charts based on numerous computer runs of the data will be available from the Study Commission after the statistical staff completes its work.

The items chosen for reprinting here (limited by space and time considerations) are some of the major items used by the Study Commission directorate in writing Chapter IV of its final report to the U.S. Office of Education, Department of Health, Education and Welfare. Items based on the total undergraduate sample were first analyzed in relation to data from all education majors. But since that sample included more elementary education majors (secondary students may have listed their academic major instead of education) and some general education students who did not intend to become teachers, the sample was further separated and analyzed to obtain responses for all teacher candidates. (This made the sample more representative of the future teacher pool, since it included all those intending to become either elementary or secondary teachers and alleviated the undue emphasis on education as a "mini-liberal arts" course of study.) This sample was then divided into elementary and secondary future teachers, and the total group was further divided into freshmen and seniors. (The latter sample did not include junior college teacher candidates.) Differences which occurred between university students, four-year college students, and junior college students are not reprinted here, but are available from the Study Commission. They are based only on the first division of students (between all undergraduates and all education majors). Analyses were also made of the responses of students majoring in other professional fields, for comparison with teacher candidates.

Paul A. Olson, Director
James Bowman, Assistant Director and Editor
Jan Pieper, Assistant Director and Editor
David Schadt, Statistician

CARNEGIE COMMISSION STUDY OF HIGHER EDUCATION*

*Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors**	All Teacher Candidates**	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 33(a) Opportunities for higher education should be available to all high school graduates who want it.							
1. Strongly Disagree	0.9	0.3	0.5	0.4	0.5	0.3	0.8
	2.9	*1.4*	*1.8*	*1.5*	*1.9*	*1.7*	*1.4*
2. Disagree with Reservations	2.0	1.1	1.3	1.1	1.4	1.4	0.6
3. Agree with Reservations	25.4	30.0	25.8	26.1	24.7	26.4	28.9
	97.2	*98.6*	*98.2*	*98.5*	*98.1*	*98.4*	*98.6*
4. Strongly Agree	71.8	68.6	72.4	72.4	73.4	72.0	69.7
ITEM 35(c) A man can be an effective teacher without personally involving himself with his students.							
1. Strongly Disagree	27.8	31.7	31.7	30.8	32.4	33.2	26.9
	60.8	*59.5*	*62.8*	*61.6*	*63.6*	*64.0*	*62.6*
2. Disagree with Reservations	33.0	27.8	31.1	30.8	31.2	30.8	35.7
3 Agree with Reservations	28.4	31.9	27.9	32.3	26.1	26.7	29.9
	39.2	*40.4*	*37.2*	*38.4*	*36.4*	*35.9*	*37.4*
4. Strongly Agree	10.8	8.5	9.3	6.1	10.3	9.2	7.5
ITEM 37(e) Teaching effectiveness, not publications, should be the primary concern for promotion of faculty.							
1. Strongly Disagree	0.6	0.1	0.4	0.2	0.6	0.4	0.2
	3.3	*2.2*	*2.0*	*2.7*	*1.6*	*2.0*	*1.0*
2. Disagree with Reservations	2.7	2.1	1.6	2.5	1.0	1.6	0.8
3. Agree with Reservations	30.9	27.6	28.4	30.5	26.1	31.3	27.3
	96.7	*97.7*	*98.0*	*97.3*	*98.4*	*98.0*	*99.1*
4. Strongly Agree	65.8	70.1	69.6	66.8	72.3	66.7	71.8
ITEM 41(i) Most American colleges reward conformity and crush creativity.							
1. Strongly Disagree	12.8	13.5	12.9	12.1	12.1	16.7	8.5
	48.3	*47.9*	*46.4*	*43.5*	*45.9*	*51.5*	*36.0*
2. Disagree with Reservations	35.5	34.4	33.5	31.4	33.8	34.8	27.5
3. Agree with Reservations	36.2	35.8	37.3	37.9	39.1	42.1	41.0
	51.7	*52.1*	*53.6*	*56.4*	*54.1*	*48.5*	*64.0*
4. Strongly Agree	15.5	16.3	16.3	18.5	15.0	6.4	23.0

**All Education Majors includes all students who said they were majoring in education, whether or not they intended to become teachers. That sample was made up largely of elementary education majors, since they were less likely to have an outside academic major to list. Those who listed another academic major (many of the secondary candidates) were not included in this sample. All Teacher Candidates includes those who responded that they intended to become elementary or secondary teachers, even if they listed another major field. The sampling of All Teacher Candidates should therefore be more representative of the future teacher pool—correctly proportionate for elementary and secondary candidates, rather than weighted toward elementary future teachers.

PRE-PROFESSIONAL RESPONSES

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates*
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(a) Opportunities for higher education should be available to all high school graduates who want it.								
..... *Not Computed*								
(c) A man can be an effective teacher without personally involving himself with his students.								
23.0	32.5	24.1	14.1	28.2	50.3	41.6	33.9	31.7
69.5	*61.9*	*65.7*	*55.9*	*60.3*	*77.2*	*57.3*	*61.3*	*62.8*
46.5	29.4	41.6	41.8	32.1	26.9	15.7	27.4	31.1
22.3	18.4	16.4	20.1	28.8	21.2	41.8	33.3	27.9
30.5	*38.0*	*34.4*	*44.1*	*39.6*	*22.9*	*42.7*	*38.7*	*37.2*
8.2	19.6	18.0	24.0	10.8	1.7	0.9	5.4	9.3
(e) Teaching effectiveness, not publications, should be the primary concern for promotion of faculty.								
0.0	0.2	0.0	2.8	0.6	0.0	0.6	0.6	0.4
2.1	*1.3*	*1.1*	*3.3*	*1.1*	*4.8*	*3.2*	*1.5*	*2.0*
2.1	1.1	1.1	0.5	0.5	4.8	2.6	0.9	1.6
29.0	29.8	17.5	35.6	24.8	52.9	48.8	26.3	28.4
97.9	*98.7*	*98.9*	*96.7*	*98.9*	*95.2*	*96.8*	*98.5*	*98.0*
68.9	68.9	81.4	61.1	74.1	42.3	48.0	72.2	69.6
(i) Most American colleges reward conformity and crush creativity.								
12.0	8.8	17.4	12.1	22.9	13.3	29.6	5.3	12.9
63.4	*35.2*	*36.9*	*65.3*	*53.4*	*33.9*	*77.6*	*53.3*	*46.4*
51.4	26.4	19.5	53.2	30.5	20.6	48.0	48.0	33.5
17.2	36.4	50.5	25.3	42.0	60.7	15.4	33.8	37.3
36.6	*64.8*	*63.2*	*34.7*	*46.6*	*66.1*	*22.4*	*46.7*	*53.6*
19.4	28.4	12.7	9.4	4.6	5.4	7.0	12.9	16.3

*In order to compare future teachers more easily with other pre-professionals, this column was repeated from column 3 on the preceding page, **All Teacher Candidates**.

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 43(k) Any special academic program for black students should be administered and controlled by black people.							
1. Strongly Disagree	19.6	18.0	17.0	15.9	17.5	13.3	16.5
	54.5	*61.3*	*55.3*	*51.0*	*57.9*	*49.8*	*58.7*
2. Disagree with Reservations	34.9	43.3	38.3	35.1	40.4	36.5	42.2
3. Agree with Reservations	34.0	30.0	32.7	36.9	29.9	36.0	33.0
	46.6	*38.8*	*44.7*	*49.0*	*42.0*	*50.2*	*41.3*
4. Strongly Agree	11.6	8.8	12.0	12.1	12.1	14.2	8.3
ITEM 44(l) Any institution with a substantial number of black students should offer a program of Black Studies if they wish it.							
1. Strongly Disagree	3.9	2.8	2.8	1.8	3.5	1.5	2.8
	11.3	*10.6*	*8.9*	*7.1*	*9.7*	*8.5*	*7.0*
2. Disagree with Reservations	7.4	7.8	6.1	5.3	6.2	7.0	4.2
3. Agree with Reservations	36.4	38.0	36.1	34.1	35.9	42.2	35.1
	88.7	*89.3*	*91.2*	*92.8*	*90.3*	*91.4*	*93.0*
4. Strongly Agree	52.3	51.3	55.1	58.7	54.4	49.2	57.9
ITEM 45(m) Student demonstrations have no place on a college campus.							
1. Strongly Disagree	35.0	32.6	35.8	34.2	36.5	31.7	38.2
	70.7	*70.8*	*72.6*	*70.9*	*74.7*	*72.3*	*76.2*
2. Disagree with Reservations	35.7	38.2	36.8	36.7	38.2	40.6	38.0
3. Agree with Reservations	17.1	17.5	18.2	19.4	17.5	15.4	18.3
	29.3	*29.2*	*27.4*	*29.2*	*25.2*	*27.7*	*23.8*
4. Strongly Agree	12.2	11.7	9.2	9.8	7.7	12.3	5.5
ITEM 47(o) Students who disrupt the functioning of a college should be expelled or suspended.							
1. Strongly Disagree	9.9	10.0	8.5	9.6	7.8	6.9	10.5
	36.2	*35.4*	*38.0*	*37.5*	*39.2*	*35.5*	*40.7*
2. Disagree with Reservations	26.3	25.4	29.5	27.9	31.4	28.6	30.2
3. Agree with Reservations	32.1	30.6	34.3	37.9	33.0	33.5	37.1
	63.7	*64.6*	*62.0*	*62.6*	*60.8*	*64.5*	*59.2*
4. Strongly Agree	31.6	34.0	27.7	24.7	27.8	31.0	22.1

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(k) Any special academic program for black students should be administered and controlled by black people.								
19.1	18.7	24.1	19.5	19.4	24.2	25.5	21.3	17.0
54.3	*47.3*	*57.8*	*71.4*	*53.0*	*72.5*	*46.9*	*51.8*	*55.3*
35.2	28.6	33.7	51.9	33.6	48.3	21.4	30.5	38.3
27.9	38.4	32.1	26.2	33.8	26.2	44.0	25.6	32.7
45.7	*52.7*	*42.2*	*28.5*	*47.0*	*27.5*	*53.1*	*48.2*	*44.7*
17.8	14.3	10.1	2.3	13.2	1.3	9.1	22.6	12.0
(l) Any institution with a substantial number of black students should offer a program of Black Studies if they wish it.								
0.2	2.4	1.3	4.4	3.8	7.3	0.0	1.4	2.8
12.4	*4.9*	*1.5*	*5.3*	*7.8*	*12.5*	*1.6*	*7.6*	*8.9*
12.2	2.5	0.2	0.9	4.0	5.2	1.6	6.2	6.1
28.2	30.6	52.9	45.4	39.1	21.8	55.2	35.2	36.1
87.6	*95.1*	*98.4*	*94.8*	*92.1*	*87.5*	*98.3*	*92.4*	*91.2*
59.4	64.5	45.5	49.4	53.0	65.7	43.1	57.2	55.1
(m) Student demonstrations have no place on a college campus.								
..... *Not Computed*								
(o) Students who disrupt the functioning of a college should be expelled or suspended.								
..... *Not Computed*								

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 49(q) Most college officials have been too lax in dealing with student protests on campus.							
1. Strongly Disagree	14.6	10.9	14.4	16.5	13.5	12.4	13.8
	51.5	*52.4*	*54.7*	*55.8*	*55.*	*54.9*	*56.1*
2. Disagree with Reservations	36.9	41.5	40.3	39.3	4[illegible].4	42.5	42.3
3. Agree with Reservations	28.6	27.1	28.0	30.6	26.7	25.7	29.2
	48.5	*47.7*	*45.2*	*44.2*	*44.1*	*45.0*	*43.9*
4. Strongly Agree	19.9	20.6	17.2	13.6	17.4	19.[illegible]	14.7
ITEM 54(t,III) Undergraduate education in America would be improved if: Course work were more relevant to contemporary life and problems.							
1. Strongly Disagree	1.3	0.6	0.9	0.8	1.0	0.6	0.5
	9.3	*5.3*	*7.6*	*7.5*	*7.9*	*9.0*	*4.2*
2. Disagree with Reservations	8.0	4.7	6.7	6.7	6.9	8.4	3.7
3. Agree with Reservations	42.3	39.9	38.9	37.7	39.1	41.7	37.4
	90.7	*94.7*	*92.4*	*92.5*	*92.1*	*91.1*	*95.7*
4. Strongly Agree	48.4	54.8	53.5	54.8	53.0	49.4	58.3
ITEM 55(t,IV) Undergraduate education in America would be improved if: More attention were paid to the emotional growth of students.							
1. Strongly Disagree	2.5	0.9	1.8	0.7	2.5	1.8	2.4
	16.5	*16.2*	*14.4*	*12.8*	*14.6*	*12.3*	*15.5*
2. Disagree with Reservations	14.0	15.3	12.6	12.1	12.1	10.5	13.1
3. Agree with Reservations	48.1	49.2	46.8	48.8	44.9	49.5	44.1
	83.5	*83.8*	*85.5*	*87.2*	*85.4*	*87.7*	*84.5*
4. Strongly Agree	35.4	34.6	38.7	38.4	40.5	38.2	40.4
ITEM 56(t,V) Undergraduate education in America would be improved if: Students were required to spend a year in community service in the U.S. or abroad.							
1. Strongly Disagree	20.5	15.2	16.1	11.5	17.6	16.7	14.6
	50.3	*45.6*	*45.6*	*37.1*	*50.5*	*44.9*	*44.2*
2. Disagree with Reservations	29.8	30.4	29.5	25.6	32.9	28.2	29.6
3. Agree with Reservations	34.1	36.5	37.3	42.9	34.4	35.0	39.1
	49.7	*54.5*	*54.5*	*62.9*	*49.5*	*55.1*	*55.7*
4. Strongly Agree	15.6	18.0	17.2	20.0	15.1	20.1	16.6

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(q) Most college officials have been too lax in dealing with student protests on campus.								
..... *Not Computed*								
(t,III) Undergraduate education in America would be improved if: Course work were more relevant to contemporary life and problems.								
1.5	0.2	0.0	0.0	0.3	7.8	0.6	0.6	0.9
2.0	*7.7*	*0.5*	*2.2*	*10.5*	*11.8*	*5.0*	*1.6*	*7.6*
0.5	7.5	0.5	2.2	10.2	4.0	4.4	1.0	6.7
34.0	38.3	21.4	35.9	48.8	60.3	64.7	21.8	38.9
98.1	*92.3*	*99.5*	*97.8*	*89.5*	*88.2*	*95.0*	*98.4*	*92.4*
64.1	54.0	78.1	61.9	40.7	27.9	30.3	76.6	53.5
(t,IV) Undergraduate education in America would be improved if: More attention were paid to the emotional growth of students.								
2.0	1.5	0.8	0.0	1.3	14.0	7.4	1.9	1.8
3.6	*8.7*	*7.3*	*2.2*	*16.8*	*20.2*	*56.8*	*9.7*	*14.4*
1.6	7.2	6.5	2.2	15.5	6.2	49.4	7.8	12.6
51.3	43.3	45.2	35.8	49.5	72.6	19.1	59.5	46.8
96.4	*91.3*	*92.7*	*97.8*	*83.3*	*79.7*	*43.1*	*90.2*	*85.5*
45.1	48.0	47.5	62.0	33.8	7.1	24.0	30.7	38.7
(t,V) Undergraduate education in America would be improved if: Students were required to spend a year in community service in the U.S. or abroad.								
12.8	20.8	11.4	7.1	23.8	36.3	5.2	17.5	16.1
43.7	*35.2*	*31.6*	*36.2*	*49.2*	*48.1*	*26.5*	*33.9*	*45.6*
30.9	14.4	20.2	29.1	25.4	11.8	21.3	16.4	29.5
28.9	49.7	36.8	60.7	39.2	6.3	63.9	51.8	37.3
56.3	*64.8*	*68.4*	*63.9*	*50.7*	*51.9*	*73.4*	*66.1*	*54.5*
27.4	15.1	31.6	3.2	11.5	45.6	9.5	14.3	17.2

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE: (If not now attending, indicate if it "was" true at your college.)							
ITEM 60(b) Professors in my major field give my work the attention it deserves.							
1. Almost Always	4.4	8.1	4.7	6.1	3.7	3.3	4.2
False	*25.4*	*33.6*	*29.6*	*31.5*	*28.2*	*19.9*	*30.2*
2. Usually False	21.0	25.5	24.9	25.4	24.5	16.6	26.0
3. Usually True	51.1	49.5	48.4	51.1	47.2	60.1	49.4
	74.6	*66.4*	*70.4*	*68.5*	*71.8*	*80.1*	*69.9*
4. Almost Always True	23.5	16.9	22.0	17.4	24.6	20.0	20.5
ITEM 63(e) I find myself bored in class.							
1. Almost Always	8.7	5.4	7.2	7.8	6.7	6.0	6.7
False	*59.0*	*55.7*	*55.7*	*54.2*	*56.6*	*48.5*	*53.5*
2. Usually False	50.3	50.3	48.5	46.4	49.9	42.5	46.8
3. Usually True	33.5	36.3	35.8	37.9	34.4	39.1	37.5
	41.0	*44.3*	*44.3*	*45.8*	*43.4*	*51.6*	*46.5*
4. Almost Always True	7.5	8.0	8.5	7.9	9.0	12.5	9.0
ITEM 64(f) I really don't care what grades I get.							
1. Almost Always	59.3	66.3	58.9	62.3	57.0	60.2	55.2
False	*88.1*	*93.1*	*88.1*	*87.9*	*87.9*	*91.6*	*84.6*
2. Usually False	28.8	26.8	29.2	25.6	30.9	31.4	29.4
3. Usually True	9.3	5.0	9.3	9.2	9.6	6.9	12.8
	11.9	*6.9*	*11.9*	*12.2*	*12.0*	*8.4*	*15.4*
4. Almost Always True	2.6	1.9	2.6	3.0	2.4	1.5	2.6
ITEM 66(h) Some forms of cheating are necessary to get the grade I want.							
1. Almost Always	67.5	62.3	65.3	62.4	66.4	73.9	55.9
False	*93.1*	*93.3*	*93.3*	*90.2*	*94.4*	*93.7*	*88.2*
2. Usually False	25.6	31.0	28.0	27.8	28.0	19.8	32.3
3. Usually True	6.0	6.4	6.3	9.6	5.1	6.2	11.7
	7.0	*6.7*	*6.7*	*9.8*	*5.6*	*6.4*	*11.8*
4. Almost Always True	1.0	0.3	0.4	0.2	0.5	0.2	0.1

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates

Responses: FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE:
(If not now attending, indicate if it "was" true at your college.)

(b) Professors in my major field give my work the attention it deserves.

0.7	6.7	8.5	12.2	0.8	7.6	1.8	3.1	4.7
26.1	*23.2*	*32.7*	*85.7*	*11.2*	*21.5*	*32.6*	*20.6*	*29.6*
25.4	16.5	24.2	73.5	10.4	13.9	30.8	17.5	24.9
53.5	45.9	40.1	14.3	61.8	50.4	45.9	51.7	48.4
73.9	*76.8*	*67.3*	*14.3*	*88.8*	*78.4*	*67.4*	*79.5*	*70.4*
20.4	30.9	27.2	0.0	27.0	28.0	21.5	27.8	22.0

(e) I find myself bored in class.

Not Computed

(f) I really don't care what grades I get.

Not Computed

(h) Some forms of cheating are necessary to get the grade I want.

Not Computed

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE: (If not now attending, indicate if it "was" true at your college.)							
ITEM 67(i) I think I would be happier if I hadn't entered college.							
1. Almost Always	71.5	71.4	73.9	73.9	73.8	64.8	81.7
False	*93.3*	*94.1*	*93.3*	*92.7*	*94.0*	*87.8*	*96.2*
2. Usually False	21.8	22.7	19.4	18.8	20.2	23.0	14.5
3. Usually	4.8	4.9	4.8	5.1	4.4	10.1	1.9
True	*6.7*	*5.9*	*6.6*	*7.3*	*6.0*	*12.2*	*3.8*
4. Almost Always True	1.9	1.0	1.8	2.2	1.6	2.1	1.9
ITEM 68(j) Getting a degree is more important to me than the content of my courses.							
1. Almost Always	40.8	34.5	37.2	32.9	37.7	37.8	33.2
False	*79.7*	*80.6*	*78.9*	*80.7*	*77.7*	*75.6*	*80.0*
2. Usually False	39.9	46.1	41.7	47.8	40.0	37.8	46.8
3. Usually	14.4	13.4	15.8	14.2	16.3	16.4	15.0
True	*20.4*	*19.4*	*21.2*	*19.3*	*22.3*	*24.4*	*20.0*
4. Almost Always True	6.0	6.0	5.4	5.1	6.0	8.0	5.0
ITEM 70(l) The best way to make it, is to tell professors what they want to hear.							
1. Almost Always	6.5	3.7	5.1	5.3	4.6	7.5	4.8
False	*29.8*	*28.1*	*25.5*	*24.4*	*25.9*	*31.6*	*22.5*
2. Usually False	23.3	24.4	20.4	19.1	21.3	24.1	17.7
3. Usually	45.2	45.0	47.9	49.2	47.4	51.5	50.5
True	*70.2*	*71.9*	*74.5*	*75.5*	*74.1*	*68.3*	*77.5*
4. Almost Always True	25.0	26.9	26.6	26.3	26.7	16.8	27.0
Responses: PEOPLE WANT DIFFERENT THINGS FROM COLLEGE. (A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE. (B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.							
ITEM 71(Aa) (How important is it for you to get) A detailed grasp of a special field?							
1. Not Important	4.4	2.5	3.7	2.5	4.5	2.7	4.5
2. Fairly Important	33.0	28.6	32.2	34.3	30.5	28.9	32.8
	95.6	*97.5*	*96.2*	*97.5*	*95.5*	*97.3*	*95.5*
3. Essential	62.6	68.9	64.0	63.2	65.0	68.4	62.7

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates

Responses: ***FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE:***
(If not now attending, indicate if it "was" true at your college.)

(i) I think I would be happier if I hadn't entered college.

Not Computed

(j) Getting a degree is more important to me than the content of my courses.

Not Computed

(l) The best way to make it, is to tell professors what they want to hear.

Not Computed

Responses: ***PEOPLE WANT DIFFERENT THINGS FROM COLLEGE.***
(A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE.
(B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.

(Aa) (How important is it for you to get) A detailed grasp of a special field?

0.0	4.3	0.6	16.8	0.8	0.0	0.6	0.1	3.7
21.9	25.8	46.8	22.7	17.9	22.7	32.1	37.9	32.2
99.9	*95.7*	*99.4*	*83.3*	*99.2*	*100.0*	*99.4*	*99.9*	*96.2*
78.0	69.9	52.6	60.6	81.3	77.3	67.3	62.0	64.0

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PEOPLE WANT DIFFERENT THINGS FROM COLLEGE. *(A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE.* *(B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.*							
ITEM 72(Ba) (How much have you received at your college of) A detailed grasp of a special field?							
1. None	10.4	12.8	10.0	9.7	8.9	15.0	4.6
2. Some	64.0	67.7	68.6	70.6	68.7	69.0	68.2
3. Much	25.7	19.6	21.4	19.7	22.4	16.0	27.2
ITEM 73(Ab) (How important is it for you to get) A well-rounded general education?							
1. Not Important	2.7	3.1	2.4	1.6	3.0	5.2	3.6
2. Fairly Important	42.0	35.6	40.6	38.1	42.2	51.3	45.3
	97.3	*96.9*	*97.6*	*98.4*	*97.1*	*94.8*	*96.4*
3. Essential	55.3	61.3	57.0	60.3	54.9	43.5	51.1
ITEM 74(Bb) (How much have you received at your college of) A well-rounded general education?							
1. None	2.9	2.0	1.4	1.5	1.3	1.2	2.5
2. Some	57.0	55.1	54.7	53.2	55.6	56.1	55.4
3. Much	40.1	42.8	44.0	45.3	43.1	42.7	42.0
ITEM 75(Ac) (How important is it for you to get) Training and skills for an occupation?							
1. Not Important	8.8	3.3	5.9	4.2	7.0	4.1	7.7
2. Fairly Important	32.2	25.6	33.4	27.3	37.9	37.2	32.7
	91.1	*96.7*	*94.1*	*95.9*	*93.1*	*95.9*	*92.3*
3. Essential	58.9	71.1	60.7	68.6	55.2	58.7	59.6

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses:	***PEOPLE WANT DIFFERENT THINGS FROM COLLEGE.***							
	(A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE.							
	(B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.							
(Ba) (How much have you received at your college of) A detailed grasp of a special field?								
9.2	10.9	15.3	9.3	10.6	0.6	29.8	8.1	10.0
39.7	61.1	70.5	36.4	46.4	67.0	30.0	76.5	68.6
51.1	28.0	14.2	54.4	43.0	32.3	40.2	15.4	21.4
(Ab) (How important is it for you to get) A well-rounded general education?								
10.1	1.5	4.9	1.1	10.5	0.0	0.0	0.6	2.4
39.6	52.1	27.7	62.9	42.8	28.2	36.3	41.2	40.6
89.9	*98.5*	*95.1*	*98.8*	*89.5*	*100.0*	*100.0*	*99.5*	*97.6*
50.3	46.4	67.4	35.9	46.7	71.8	63.7	58.3	57.0
(Bb) (How much have you received at your college of) A well-rounded general education?								
10.6	2.7	0.0	0.0	1.2	5.4	0.0	0.1	1.4
58.0	60.4	75.1	63.7	68.7	62.6	79.7	50.8	54.7
31.3	36.9	24.9	36.3	30.0	32.0	20.3	49.1	44.0
(Ac) (How important is it for you to get) Training and skills for an occupation?								
1.0	7.2	4.1	18.1	0.2	0.3	0.6	0.1	5.9
25.4	47.1	35.2	44.2	11.2	21.7	50.6	27.7	33.4
99.0	*92.7*	*95.9*	*81.8*	*99.8*	*99.8*	*99.5*	*99.9*	*94.1*
73.6	45.6	60.7	37.6	88.6	78.1	48.9	72.2	60.7

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PEOPLE WANT DIFFERENT THINGS FROM COLLEGE. (A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE. (B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.							
ITEM 76(Bc) (How much have you received at your college of) Training and skills for an occupation?							
1. None	25.3	18.6	23.4	22.8	23.1	33.1	19.2
2. Some	53.9	56.8	58.0	56.9	58.9	52.7	54.0
3. Much	20.7	24.6	18.6	20.3	17.9	14.2	26.8
ITEM 77(Ad) (How important is it for you to get) Learning to get along with people?							
1. Not Important	2.4	2.0	1.7	1.4	2.0	0.2	3.2
2. Fairly Important	21.7	18.0	18.5	17.0	19.3	17.7	16.9
	97.7	*98.1*	*98.2*	*98.6*	*98.0*	*99.9*	*96.8*
3. Essential	76.0	80.1	79.7	81.6	78.7	82.2	79.9
ITEM 78(Bd) (How much have you received at your college of) Learning to get along with people?							
1. None	11.4	9.4	9.8	9.6	9.8	7.5	10.3
2. Some	37.9	36.9	39.8	37.9	42.8	42.7	41.2
3. Much	50.7	53.7	50.4	52.5	47.3	49.8	48.5
Responses: FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE: (If not now attending, indicate if it "was" true at your college.) If TRUE, indicate whether it bother(s) (ed) you.							
ITEM 83(a) I am not interested in most of my courses.							
1. False	74.8	72.7	73.7	69.9	76.1	74.4	73.4
2. True, plus a no	4.3	2.5	3.4	2.2	4.1		
	25.2	*27.4*	*26.4*	*30.0*	*23.9*	*25.6*	*26.6*
3. True, plus a yes	20.9	24.9	23.0	27.8	19.8	(No breakdown between *True, plus a no* and *True, plus a yes* answers)	

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Pnysical) Majors	Home Economics Majors	All Teacher Candidates
Responses: ***PEOPLE WANT DIFFERENT THINGS FROM COLLEGE.*** ***(A) INDICATE HOW IMPORTANT IT IS FOR YOU TO GET EACH OF THE FOLLOWING AT COLLEGE.*** ***(B) INDICATE HOW MUCH OF EACH YOU HAVE RECEIVED AT YOUR COLLEGE.***								
(Bc) (How much have you received at your college of) Training and skills for an occupation?								
14.3	28.1	44.1	7.4	11.7	14.3	13.8	21.1	23.4
36.9	61.2	43.9	60.9	33.3	48.3	64.2	51.7	58.0
48.8	10.7	12.0	31.7	55.0	37.5	21.9	27.2	18.6
(Ad) (How important is it for you to get) Learning to get along with people?								
0.5	2.8	0.0	0.0	0.1	0.0	0.0	0.4	1.7
19.9	17.3	7.7	4.5	23.6	30.8	6.4	26.9	18.5
99.5	*97.3*	*100.0*	*100.0*	*99.8*	*100.0*	*100.0*	*99.6*	*98.2*
79.6	80.0	92.3	95.5	76.2	69.2	93.6	72.7	79.7
(Bd) (How much have you received at your college of) Learning to get along with people?								
13.3	11.9	9.9	11.2	1.8	4.8	2.6	7.5	9.8
40.0	37.8	38.0	35.0	38.8	45.1	21.8	34.8	39.8
46.8	50.3	52.0	53.7	59.4	50.1	75.6	57.6	50.4
Responses: ***FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE:*** ***(If not now attending, indicate if it "was" true at your college.) If TRUE, indicate whether it bother(s) (ed) you.***								
(a) I am not interested in most of my courses.								
89.6	79.0	70.7	74.4	89.4	78.6	91.9	83.5	73.7
1.6	2.3	0.7	4.0	3.4	0.0	0.0	1.1	3.4
10.4	*21.0*	*29.4*	*25.6*	*10.7*	*21.4*	*8.1*	*16.5*	*26.4*
8.8	18.7	28.7	21.6	7.3	21.4	8.1	15.4	23.0

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE: (If not now attending, indicate if it "was" true at your college.) If TRUE, indicate whether it bother(s) (ed) you.							
ITEM 84(b) I am not really learning anything new.							
1. False	89.5	84.2	87.5	85.9	89.2	85.7	90.1
2. True, plus a no	0.9	1.0	1.0	1.0	1.0		
	10.5	*15.8*	*12.5*	*14.1*	*10.8*	*14.3*	*9.9*
3. True, plus a yes	9.6	14.8	11.5	13.1	9.8	(No breakdown between *True, plus a no* and *True, plus a yes* answers)	
ITEM 85(c) I am not really learning anything important.							
1. False	84.7	79.8	81.6	80.3	82.7	76.4	84.5
2. True, plus a no	1.3	0.9	2.1	1.4	2.6		
	15.2	*20.2*	*18.4*	*19.7*	*17.3*	*23.6*	*15.5*
3. True, plus a yes	13.9	19.3	16.3	18.3	14.7	(No breakdown between *True, plus a no* and *True, plus a yes* answers)	
ITEM 88(f) It is difficult both to get good grades and really learn something.							
1. False	65.0	61.1	63.0	61.4	62.7	67.8	57.6
2. True, plus a no	3.2	2.8	2.7	2.7	2.8		
	35.0	*38.9*	*37.0*	*38.7*	*37.3*	*32.2*	*42.4*
3. True, plus a yes	31.8	36.1	34.3	36.0	34.5	(No breakdown between *True, plus a no* and *True, plus a yes* answers)	
Responses: DO YOU THINK YOU WILL:							
ITEM 122(d) Graduate without a specific career in mind?							
1. Definitely Not			53.5			42.1	61.5
	Not		*81.5*	*Not*		*85.4*	*81.3*
2. Probably not			28.0			43.3	19.8
3. Probably			12.1			11.7	12.8
	Computed		*18.4*	*Computed*		*14.6*	*18.8*
4. Definitely			6.3			2.9	6.0

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: ***FOR EACH OF THESE STATEMENTS, INDICATE WHETHER IT IS TRUE OR FALSE AT YOUR COLLEGE:*** *(If not now attending, indicate if it "was" true at your college.)* ***If TRUE, indicate whether it bother(s) (ed) you.***								
(b) I am not really learning anything new.								
97.7	92.1	90.2	99.2	98.6	100.0	69.8	93.3	87.5
1.1	1.9	0.0	0.0	0.0	0.0	0.0	1.3	1.0
2.2	*7.9*	*9.8*	*0.8*	*1.4*	*0.0*	*30.2*	*6.6*	*12.5*
1.1	6.0	9.8	0.8	1.4	0.0	30.2	5.3	11.5
(c) I am not really learning anything important.								
96.6	75.6	72.2	94.8	98.3	90.9	97.1	75.7	81.6
0.4	2.1	0.0	0.3	0.1	1.4	0.0	9.4	2.1
3.4	*24.5*	*27.8*	*5.2*	*1.6*	*9.1*	*2.9*	*24.4*	*18.4*
3.0	22.4	27.8	4.9	1.5	7.7	2.9	15.0	16.3
(f) It is difficult both to get good grades and really learn something.								
70.2	51.3	68.3	55.1	75.3	40.8	57.5	49.0	63.0
4.2	5.4	0.4	0.2	0.8	2.0	0.5	0.7	2.7
29.8	*48.8*	*31.8*	*45.0*	*24.7*	*59.3*	*42.5*	*51.0*	*37.0*
25.6	43.4	31.4	44.8	23.9	57.3	42.0	50.3	34.3
Responses: ***DO YOU THINK YOU WILL:***								
(d) Graduate without a specific career in mind?								

Not Computed

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 124(a) Most undergraduates at my college are satisfied with the education they are getting.							
1. Strongly Disagree	5.6	6.9					
	28.7	*33.8*					
2. Disagree with Reservations	23.1	26.9					
3. Agree with Reservations	61.0	58.3	*Not Computed*				
	71.3	*66.2*					
4. Strongly Agree	10.3	7.9					
ITEM 125(b) Much of what is taught at my college is irrelevant to what is going on in the outside world.							
1. Strongly Disagree	11.7	7.9	9.4	9.9	8.9	8.9	6.8
	57.3	*55.6*	*57.2*	*53.0*	*58.2*	*63.5*	*51.0*
2. Disagree with Reservations	45.6	47.7	47.8	43.1	49.3	54.6	44.2
3. Agree with Reservations	32.7	33.0	32.5	33.5	33.3	26.4	36.6
	42.8	*44.3*	*42.8*	*46.9*	*41.7*	*36.5*	*49.0*
4. Strongly Agree	10.1	11.3	10.3	13.4	8.4	10.1	12.4
ITEM 126(c) Most faculty at my college are strongly interested in the academic problems of undergraduates.							
1. Strongly Disagree	8.0	8.4	8.5	11.2	7.3	4.8	12.3
	38.1	*39.2*	*41.9*	*45.2*	*40.6*	*35.8*	*52.0*
2. Disagree with Reservations	30.1	30.8	33.4	34.0	33.3	31.0	39.7
3. Agree with Reservations	47.0	48.6	45.1	40.5	47.6	49.4	37.9
	61.9	*60.8*	*58.2*	*54.6*	*59.5*	*64.2*	*48.0*
4. Strongly Agree	14.9	12.2	13.1	14.1	11.9	14.8	10.1
ITEM 133(j) I cannot imagine being happy in any of the careers available to me.							
1. Strongly Disagree	61.1	70.7	64.6	67.6	62.0	60.3	64.5
	88.7	*96.1*	*90.8*	*91.6*	*89.4*	*88.3*	*30.1*
2. Disagree with Reservations	27.5	25.4	26.2	24.0	27.4	28.0	25.6
3. Agree with Reservations	8.8	2.9	6.8	6.3	8.0	9.2	7.6
	11.4	*3.9*	*9.2*	*8.4*	*10.6*	*11.7*	*9.9*
4. Strongly Agree	2.6	1.0	2.4	2.1	2.6	2.5	2.3

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(a) Most undergraduates at my college are satisfied with the education they are getting.								
0.5	10.8	5.0	0.7	7.6	4.7	6.8	4.9	
15.0	*33.3*	*28.4*	*29.4*	*14.5*	*22.1*	*42.7*	*32.5*	
14.5	22.5	23.4	28.7	16.9	17.4	35.9	27.6	
71.8	56.1	63.9	51.2	68.9	35.7	55.0	63.8	
84.9	*66.7*	*71.6*	*70.6*	*85.5*	*77.9*	*57.2*	*67.5*	
13.1	10.6	7.7	19.4	6.6	42.2	2.2	3.7	
(b) Much of what is taught at my college is irrelevant to what is going on in the outside world.								
13.0	16.9	11.5	2.3	22.4	17.6	28.9	7.9	9.4
56.4	*37.5*	*39.3*	*71.3*	*75.3*	*74.6*	*78.7*	*75.0*	*57.2*
43.4	20.6	27.8	69.0	52.9	57.0	49.8	67.1	47.8
27.0	44.3	51.2	24.6	18.2	25.1	17.1	23.5	32.5
43.5	*62.5*	*60.7*	*28.7*	*24.7*	*25.4*	*21.3*	*25.0*	*42.8*
16.5	18.2	9.5	4.1	6.5	0.3	4.2	1.5	10.3
(c) Most faculty at my college are strongly interested in the academic problems of undergraduates.								
3.7	8.3	10.0	1.0	3.2	6.1	3.4	3.5	8.5
22.4	*40.8*	*56.2*	*38.9*	*20.9*	*31.0*	*39.9*	*25.7*	*41.9*
18.7	32.5	46.2	37.9	17.7	24.9	36.5	22.2	33.4
61.7	49.0	33.4	22.9	56.7	20.4	38.9	49.5	45.1
77.6	*59.3*	*43.8*	*61.0*	*79.1*	*69.1*	*60.1*	*74.3*	*58.2*
15.9	10.3	10.4	38.1	22.4	48.7	21.2	24.8	13.1
(j) I cannot imagine being happy in any of the careers available to me.								
..... *Not Computed*								

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 134(k) I consider myself an intellectual.							
1. Strongly Disagree	16.4	21.4	16.6	18.4	14.5	12.4	18.4
	51.1	*60.4*	*53.5*	*53.6*	*51.1*	*47.8*	*57.2*
2. Disagree with Reservations	34.7	39.0	36.9	35.2	36.6	35.4	38.8
3. Agree with Reservations	42.7	35.8	41.9	41.9	43.9	46.9	37.5
	48.8	*39.5*	*46.6*	*46.3*	*48.9*	*52.2*	*42.8*
4. Strongly Agree	6.1	3.7	4.7	4.4	5.0	5.3	5.3
ITEM 136(m) I believe there is a God who judges men.							
1. Strongly Disagree	13.8	6.1	9.8	9.5	10.0	8.9	14.1
	24.7	*15.7*	*19.8*	*21.6*	*19.2*	*20.0*	*24.8*
2. Disagree with Reservations	10.9	9.6	10.0	12.1	9.2	11.1	10.7
3. Agree with Reservations	22.9	24.1	23.9	21.2	25.8	22.2	24.9
	75.3	*84.4*	*80.2*	*78.4*	*80.9*	*80.0*	*75.3*
4. Strongly Agree	52.4	60.3	56.3	57.2	55.1	57.8	50.4
ITEM 143(t) College officials have the right to ban persons with extreme views from speaking on campus.							
1. Strongly Disagree	44.3	41.2	49.3	49.5	50.7	45.4	53.1
	74.5	*77.4*	*78.7*	*80.2*	*79.0*	*73.8*	*83.7*
2. Disagree with Reservations	30.2	36.2	29.4	30.7	28.3	28.4	30.6
3. Agree with Reservations	16.2	15.2	14.3	14.1	14.2	17.5	9.5
	25.4	*22.6*	*21.3*	*19.8*	*21.0*	*26.2*	*16.2*
4. Strongly Agree	9.2	7.4	7.0	5.7	6.8	8.7	6.7
Responses: ALL IN ALL, IN TERMS OF YOUR OWN NEEDS AND DESIRES, HOW MUCH OF THE FOLLOWING HAVE YOU HAD AT COLLEGE?							
ITEM 150(a) Freedom in course selection.							
1. Not Enough	40.1	49.3	44.1	48.6	42.2	38.5	50.7
2. About the Right Amount	58.4	49.8	54.0	48.8	56.2	59.3	45.5
3. Too Much	1.5	0.9	2.0	2.6	1.6	2.2	3.8

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Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(k) I consider myself an intellectual.								
12.2	11.3	31.9	27.7	11.4	6.7	45.0	20.5	16.6
59.3	*46.8*	*55.4*	*59.4*	*37.6*	*34.8*	*73.3*	*54.7*	*53.5*
47.1	35.5	23.5	31.7	26.2	28.1	28.3	34.2	36.9
36.3	41.3	43.9	39.1	55.6	65.3	26.2	44.4	41.9
40.6	*53.3*	*44.6*	*40.6*	*62.4*	*65.3*	*26.7*	*45.4*	*46.6*
4.3	12.0	0.7	1.5	6.8	0.0	0.5	1.0	4.7
(m) I believe there is a God who judges men.								
13.1	17.8	9.0	35.9	3.9	12.2	6.7	2.5	9.8
21.5	*36.3*	*35.2*	*39.5*	*17.7*	*14.9*	*30.7*	*7.3*	*19.8*
8.4	18.5	26.2	3.6	13.8	2.7	24.0	4.8	10.0
37.8	31.5	36.1	21.3	15.1	22.4	10.3	20.3	23.9
78.6	*63.7*	*64.8*	*60.5*	*82.3*	*85.1*	*69.3*	*92.7*	*80.2*
40.8	32.2	28.7	39.2	67.2	62.7	59.0	72.4	56.3
(t) College officials have the right to ban persons with extreme views from speaking on campus.								
..... *Not Computed*								
Responses: ALL IN ALL, IN TERMS OF YOUR OWN NEEDS AND DESIRES, HOW MUCH OF THE FOLLOWING HAVE YOU HAD AT COLLEGE?								
(a) Freedom in course selection.								
55.8	48.0	37.0	13.0	40.7	36.8	42.8	22.4	44.1
43.7	50.8	61.4	87.0	59.3	63.2	57.2	77.5	54.0
0.5	1.1	1.6	0.0	0.0	0.0	0.0	0.1	2.0

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: ALL IN ALL, IN TERMS OF YOUR OWN NEEDS AND DESIRES, HOW MUCH OF THE FOLLOWING HAVE YOU HAD AT COLLEGE?							
ITEM 159(j) Advice and guidance from faculty and staff.							
1. Not Enough	47.8	57.8	53.6	58.5	52.2	44.9	64.0
2. About the Right Amount	50.7	42.2	45.4	41.0	46.5	52.6	35.7
3. Too Much	1.4	0.1	1.0	0.5	1.3	2.4	0.3
Responses: HOW IMPORTANT ARE EACH OF THE FOLLOWING TO YOU FOR YOUR FUTURE?							
ITEM 161(b) A stable secure future.							
1. Not Important	5.0	2.6	4.0	3.8	4.3	3.1	5.6
2. Desirable	43.1	39.2	43.1	41.7	44.1	44.6	46.7
	95.1	*97.4*	*96.0*	*95.2*	*95.7*	*97.0*	*94.4*
3. Essential	52.0	58.2	52.9	54.5	51.6	52.4	47.7
ITEM 163(d) Opportunities to be useful to society.							
1. Not Important	4.1	0.5	1.7	1.4	1.8	3.5	0.8
2. Desirable	47.0	38.9	42.3	39.1	44.3	43.5	44.0
	95.9	*99.5*	*98.4*	*98.6*	*98.2*	*96.5*	*99.2*
3. Essential	48.9	60.6	56.1	59.5	53.9	53.0	55.2
ITEM 164(e) A chance to exercise leadership.							
1. Not Important	23.4	19.8	22.2	25.0	19.7	30.9	13.7
2. Desirable	55.7	58.8	59.2	61.9	59.0	49.2	68.8
	76.6	*80.2*	*77.7*	*75.0*	*80.2*	*69.1*	*86.3*
3. Essential	20.9	21.4	18.5	13.1	21.2	19.9	17.5

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: ALL IN ALL, IN TERMS OF YOUR OWN NEEDS AND DESIRES, HOW MUCH OF THE FOLLOWING HAVE YOU HAD AT COLLEGE?								
(j) Advice and guidance from faculty and staff.								
49.3	55.4	56.6	39.9	31.1	43.6	61.1	38.2	53.6
50.7	42.2	38.0	52.4	68.7	56.4	37.8	61.8	45.4
0.0	2.3	5.4	7.8	0.2	0.0	1.1	0.0	1.0
Responses: HOW IMPORTANT ARE EACH OF THE FOLLOWING TO YOU FOR YOUR FUTURE?								
(b) A stable secure future.								
2.3	12.1	5.6	17.3	1.3	6.0	0.0	0.1	4.0
53.7	50.0	62.3	19.5	30.1	17.4	44.0	36.5	43.1
97.7	*87.9*	*94.3*	*82.7*	*98.8*	*94.0*	*100.0*	*99.9*	*96.0*
44.0	37.9	32.0	63.2	68.7	76.6	56.0	63.4	52.9
(d) Opportunities to be useful to society.								
2.9	9.7	4.3	10.4	0.1	0.0	0.0	0.1	1.7
45.9	55.4	9.2	20.2	30.8	80.3	35.1	42.5	42.3
97.0	*90.3*	*95.7*	*89.6*	*99.9*	*100.0*	*100.0*	*99.9*	*98.4*
51.1	34.9	86.5	69.4	69.1	19.7	64.9	57.4	56.1
(e) A chance to exercise leadership.								
16.2	44.9	15.7	50.3	13.0	25.5	34.6	31.5	22.2
43.9	47.2	67.6	22.1	71.1	69.9	57.2	46.9	59.2
83.9	*55.2*	*84.3*	*49.8*	*87.1*	*74.5*	*65.4*	*68.4*	*77.7*
40.0	8.0	16.7	27.7	16.0	4.6	8.2	21.5	18.5

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: HOW IMPORTANT ARE EACH OF THE FOLLOWING TO YOU FOR YOUR FUTURE?							
ITEM 165(f) Living and working in the world of ideas.							
1. Not Important	7.7	5.9	7.8	7.5	8.0	14.6	5.0
2. Desirable	51.8	58.3	52.3	54.6	51.2	50.8	52.2
	92.3	*94.0*	*92.1*	*92.4*	*92.0*	*85.4*	*95.0*
3. Essential	40.5	35.7	39.8	37.8	40.8	34.6	42.8
ITEM 166(g) Working with people rather than things.							
1. Not Important	13.4	3.2	7.5	6.8	8.1	14.9	7.1
2. Desirable	34.1	22.4	26.0	19.7	30.5	25.8	25.3
	86.7	*96.8*	*92.5*	*93.1*	*92.0*	*85.2*	*93.9*
3. Essential	52.6	74.4	66.5	73.4	61.5	59.4	67.6
Responses: ANSWER EACH OF THE FOLLOWING AS YOU THINK IT APPLIES TO YOUR COLLEGE:							
ITEM 175(h) Being in this college builds poise and maturity.							
1. No	37.5	45.7	37.8	41.8	34.5	36.6	41.3
2. Yes	62.5	54.3	62.2	58.2	65.1	63.4	58.7
ITEM 178(k) Most students are treated like "numbers in a book."							
1. No	61.5	59.3	60.4	56.0	62.5	66.7	58.8
2. Yes	38.5	40.7	39.6	44.0	37.5	33.3	41.2
Responses: IS THERE ANY PROFESSOR (A: Major Field Professors) (B: Other Professors) AT YOUR COLLEGE WITH WHOM YOU:							
ITEM 205(Aa) (Is there any professor in your major field with whom you) Often discuss topics in his field?							
1. No	53.9	64.0	60.0	69.4	54.8	76.5	46.6
2. Yes	46.1	36.0	40.0	30.6	45.2	23.5	53.4

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors*	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: HOW IMPORTANT ARE EACH OF THE FOLLOWING TO YOU FOR YOUR FUTURE?								
(f) Living and working in the world of ideas.								
0.4	2.3	7.8	12.8	7.3	9.6	4.4	22.6	7.8
25.3	36.1	46.4	56.0	68.0	61.7	65.2	48.0	52.3
99.6	*97.7*	*92.2*	*87.2*	*92.8*	*90.3*	*95.7*	*77.4*	*92.1*
74.3	61.6	45.8	31.2	24.8	28.6	30.5	29.4	39.8
(g) Working with people rather than things.								
17.7	21.3	1.0	15.5	5.2	8.9	0.0	15.0	7.5
37.8	33.3	12.0	28.5	19.1	55.1	9.0	22.0	26.0
82.3	*78.7*	*99.0*	*84.5*	*94.7*	*91.1*	*100.0*	*84.9*	*92.5*
44.5	45.4	87.0	56.0	75.6	36.0	90.9	62.9	66.5
Responses: ANSWER EACH OF THE FOLLOWING AS YOU THINK IT APPLIES TO YOUR COLLEGE:								
(h) Being in this college builds poise and maturity.								
Not Computed								
(k) Most students are treated like "numbers in a book."								
Not Computed								
Responses: IS THERE ANY PROFESSOR (A: Major Field Professors) (B: Other Professors) AT YOUR COLLEGE WITH WHOM YOU:								
(Aa) (Is there any professor in your major field with whom you) Often discuss topics in his field?								
27.3	33.9	55.7	33.8	48.2	64.0	52.3	54.2	60.0
72.7	66.1	44.3	66.2	51.8	36.0	47.7	45.8	40.0

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: IS THERE ANY PROFESSOR (A: Major Field Professors) (B: Other Professors) AT YOUR COLLEGE WITH WHOM YOU:							
ITEM 207(Ab) (Is there any professor in your major field with whom you) Often discuss other topics of intellectual interest?							
1. No	66.8	72.3	70.3	78.8	66.6	77.6	64.3
2. Yes	33.2	27.7	29.7	21.2	33.4	22.4	35.7
ITEM 208(Bb) (Is there any professor not in your major field with whom you) Often discuss other topics of intellectual interest?							
1. No	64.8	69.5	65.8	67.9	64.1	66.0	59.7
2. Yes	35.2	30.5	34.2	32.1	35.9	34.0	40.3
ITEM 209(Ac) (Is there any professor in your major field with whom you) Sometimes engage in social conversation?							
1. No	37.6	33.1	34.4	39.2	30.9	54.2	21.3
2. Yes	62.4	66.9	65.6	60.8	69.1	45.8	78.7
ITEM 210(Bc) (Is there any professor not in your major field with whom you) Sometimes engage in social conversation?							
1. No	39.3	30.2	34.8	34.0	35.3	49.0	27.2
2. Yes	60.7	69.8	65.2	66.0	64.7	51.0	72.8
ITEM 211(Ad) (Is there any professor in your major field with whom you) Ever talk about personal matters?							
1. No	73.3	73.5	73.2	73.8	73.4	85.8	61.7
2. Yes	26.7	26.5	26.8	26.2	26.6	14.2	38.3

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: IS THERE ANY PROFESSOR (A: Major Field Professors) (B: Other Professors) AT YOUR COLLEGE WITH WHOM YOU:								
(Ab) (Is there any professor in your major field with whom you) Often discuss other topics of intellectual interest?								
67.9	44.1	63.3	78.8	61.3	84.5	54.8	68.6	70.3
32.1	55.9	36.7	21.2	38.7	15.5	45.2	31.4	29.7
(Bb) (Is there any professor not in your major field with whom you) Often discuss other topics of intellectual interest?								
72.6	53.5	52.3	93.4	74.2	87.1	76.4	55.8	65.8
27.4	46.5	47.7	6.6	25.8	12.9	23.6	44.2	34.2
(Ac) (Is there any professor in your major field with whom you) Sometimes engage in social conversation?								
54.1	23.3	61.1	45.2	35.0	60.9	40.1	20.4	34.4
45.9	76.7	38.9	54.8	65.0	39.1	59.9	79.6	65.6
(Bc) (Is there any professor not in your major field with whom you) Sometimes engage in social conversation?								
54.0	32.9	46.1	54.8	43.6	79.2	45.1	42.4	34.8
46.0	67.1	53.9	45.2	56.4	20.8	54.9	57.6	65.2
(Ad) (Is there any professor in your major field with whom you) Ever talk about personal matters?								
71.6	69.2	76.3	75.8	55.6	77.8	78.4	67.6	73.2
28.4	30.8	23.7	24.2	44.4	22.2	21.6	32.4	26.8

Item numbers and wording from *Public Data Undergraduate Codebook*	All Under-Graduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses:	*THINK ABOUT THE COURSE YOU TOOK DURING YOUR MOST RECENT COLLEGE TERM WHICH WAS MOST CLOSELY RELATED TO YOUR PRIMARY FIELD OF INTEREST. PLEASE MARK "YES" FOR ALL THE FOLLOWING STATEMENTS WHICH APPLY TO THIS COURSE.*						
ITEM 224(1) I sometimes argued openly with the instructor.							
1. No	76.4	77.6	76.1	80.1	72.4	86.3	66.3
2. Yes	23.6	22.4	23.9	19.9	27.6	13.7	33.7
Responses:	*WHAT IS YOUR OVER-ALL EVALUATION OF YOUR COLLEGE?*						
ITEM 239							
1. Very Dissatisfied	3.3	1.7					
	12.2	*8.4*					
2. Dissatisfied	8.9	6.7					
3. On the Fence	20.2	26.2	..... *Not Computed*				
4. Satisfied	48.8	51.1					
	67.7	*65.4*					
5. Very Satisfied	18.9	14.3					
Responses:	*INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:*						
ITEM 241(b) Becoming an authority on a special subject in my subject field.							
1. Not Important	10.0	12.9	9.1	11.7	6.7	4.7	9.6
	47.0	*56.5*	*49.4*	*60.2*	*42.1*	*46.9*	*52.7*
2. Somewhat Important	37.0	43.6	40.3	48.5	35.4	42.2	43.1
3. Very Important	34.9	31.4	34.0	28.7	37.7	36.1	33.7
	53.0	*43.5*	*50.6*	*39.9*	*58.0*	*53.1*	*47.2*
4. Essential	18.1	12.1	16.6	11.2	20.3	17.0	13.5

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses:	*THINK ABOUT THE COURSE YOU TOOK DURING YOUR MOST RECENT COLLEGE TERM WHICH WAS MOST CLOSELY RELATED TO YOUR PRIMARY FIELD OF INTEREST. PLEASE MARK "YES" FOR ALL THE FOLLOWING STATEMENTS WHICH APPLY TO THIS COURSE.*							
(l) I sometimes argued openly with the instructor.								
57.4	63.2	83.5	94.9	70.3	90.6	83.1	85.5	76.1
42.6	36.8	16.5	5.1	29.7	9.4	16.9	14.5	23.9
Responses:	*WHAT IS YOUR OVER-ALL EVALUATION OF YOUR COLLEGE?*							
ITEM 239								
..... *Not Computed*								
Responses:	*INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:*							
(b) Becoming an authority on a special subject in my subject field.								
3.6	6.1	6.6	17.3	12.7	5.1	1.5	13.1	9.1
24.2	*40.9*	*52.6*	*67.2*	*53.6*	*72.9*	*49.2*	*39.2*	*49.4*
20.6	34.8	46.0	49.9	40.9	67.8	47.7	26.1	40.3
35.5	30.3	34.3	8.5	23.1	24.9	41.9	49.2	34.0
75.8	*59.1*	*47.4*	*32.9*	*46.3*	*27.1*	*50.8*	*60.8*	*50.6*
40.3	28.8	13.1	24.4	23.2	2.2	8.9	11.6	16.6

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:							
ITEM 243(d) Influencing the political structure.							
1. Not Important	43.7	49.7	46.9	51.5	42.5	52.2	43.2
	83.9	*91.4*	*86.6*	*91.8*	*82.3*	*87.5*	*83.0*
2. Somewhat Important	40.2	41.7	39.7	40.3	39.8	35.3	39.8
3. Very Important	11.9	6.7	10.8	6.8	14.4	9.9	13.1
	16.1	*8.5*	*13.4*	*8.2*	*17.6*	*12.5*	*17.0*
4. Essential	4.2	1.8	2.6	1.4	3.2	2.6	3.9
ITEM 244(e) Influencing social values.							
1. Not Important	20.8	14.1	18.8	17.2	19.7	23.4	16.4
	64.1	*62.6*	*62.9*	*62.1*	*62.7*	*70.0*	*58.8*
2. Somewhat Important	43.3	48.5	44.1	44.9	43.0	46.6	42.4
3. Very Important	28.0	34.4	31.0	34.3	29.8	23.6	35.7
	35.9	*37.4*	*37.1*	*38.0*	*37.3*	*30.0*	*41.3*
4. Essential	7.9	3.0	6.1	3.7	7.5	6.4	5.6
ITEM 247(h) Having friends with different backgrounds and interests from mine.							
1. Not Important	5.2	8.2	6.8	4.6	7.5	10.2	5.5
	35.0	*38.6*	*34.8*	*33.7*	*35.1*	*35.5*	*30.8*
2. Somewhat Important	29.8	30.4	28.0	29.1	27.6	25.3	25.3
3. Very Important	43.2	36.4	43.7	42.7	44.9	42.6	46.3
	65.0	*61.3*	*65.3*	*66.3*	*65.0*	*64.4*	*69.2*
4. Essential	21.8	24.9	21.6	23.6	20.1	21.8	22.9
ITEM 250(k) Being very well-off financially.							
1. Not Important	18.9	19.6	21.0	20.6	20.8	17.6	20.4
	63.4	*75.2*	*73.7*	*75.7*	*71.8*	*72.1*	*75.0*
2. Somewhat Important	44.5	55.6	52.7	55.1	51.0	54.5	54.6
3. Very Important	27.8	20.0	20.7	19.2	21.8	19.0	22.0
	36.6	*24.7*	*26.3*	*24.4*	*28.2*	*27.9*	*25.0*
4. Essential	8.8	4.7	5.6	5.2	6.4	8.9	3.0

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:								
(d) Influencing the political structure.								
39.5	56.6	25.5	49.1	68.3	60.8	49.8	52.6	46.9
73.3	*88.8*	*80.3*	*96.9*	*95.0*	*98.3*	*96.9*	*97.0*	*86.6*
33.8	32.2	54.8	47.8	26.7	37.5	47.1	44.4	39.7
16.6	10.1	18.2	2.8	4.5	1.7	3.1	2.6	10.8
26.8	*11.3*	*19.7*	*3.1*	*5.0*	*1.7*	*3.1*	*3.0*	*13.4*
10.2	1.2	1.5	0.3	0.5	0.0	0.0	0.4	2.6
(e) Influencing social values.								
8.3	18.6	10.4	25.5	28.9	17.2	29.7	21.6	18.8
52.2	*72.0*	*38.9*	*73.8*	*66.7*	*93.4*	*54.2*	*54.2*	*62.9*
43.9	53.4	28.5	48.3	37.8	76.2	24.5	32.6	44.1
37.1	22.3	43.3	24.4	26.1	6.6	36.5	43.5	31.0
47.8	*28.0*	*61.1*	*26.3*	*33.3*	*6.6*	*45.7*	*45.8*	*37.1*
10.7	5.7	17.8	1.9	7.2	0.0	9.2	2.3	6.1
(h) Having friends with different backgrounds and interests from mine.								
0.5	2.1	2.7	0.2	9.0	6.8	0.7	10.6	6.8
26.5	*27.8*	*26.2*	*35.5*	*41.5*	*66.4*	*8.6*	*22.3*	*34.8*
26.0	25.7	23.5	35.3	32.5	59.6	7.9	11.7	28.0
50.0	40.0	54.2	41.5	39.5	28.2	62.6	67.5	43.7
73.5	*72.2*	*73.7*	*64.4*	*58.5*	*33.6*	*91.4*	*77.8*	*65.3*
23.5	32.2	19.5	22.9	19.0	5.4	28.8	10.3	21.6
(k) Being very well-off financially.								
..... *Not Computed*								

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:							
ITEM 251(l) Helping others who are in difficulty.							
1. Not Important	2.7	0.4	1.7	1.1	2.1	4.0	0.9
	31.6	*22.2*	*25.5*	*22.9*	*25.7*	*23.3*	*25.4*
2. Somewhat Important	28.9	21.8	23.8	21.8	23.6	19.3	24.5
3. Very Important	47.0	56.2	53.5	56.3	54.1	55.5	56.6
	68.4	*77.8*	*74.6*	*77.1*	*74.4*	*76.8*	*74.6*
4. Essential	21.4	21.6	21.1	20.8	20.3	21.3	18.0
ITEM 257(r) Keeping up to date with political affairs.							
1. Not Important	8.2	6.2	7.6	5.0	8.9	10.4	3.9
	47.6	*46.7*	*45.8*	*43.9*	*45.0*	*53.4*	*41.0*
2. Somewhat Important	39.4	40.5	38.2	38.9	36.1	43.0	37.1
3. Very Important	37.4	40.4	39.6	45.3	38.3	33.4	45.4
	52.3	*53.3*	*54.1*	*56.1*	*55.0*	*46.7*	*59.0*
4. Essential	14.9	12.9	14.5	10.8	16.7	13.3	13.6
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 265(f) The main cause of Negro riots in the cities is white racism.							
1. Strongly Disagree	15.7	11.3	13.9	10.5	15.7	9.7	15.1
	55.3	*60.3*	*55.5*	*53.4*	*55.7*	*49.0*	*59.4*
2. Disagree with Reservations	39.6	49.0	41.6	42.9	40.0	39.3	44.3
3. Agree with Reservations	32.5	31.5	33.4	37.0	32.2	41.2	27.9
	44.7	*39.7*	*44.5*	*46.6*	*44.3*	*51.0*	*40.5*
4. Strongly Agree	12.2	8.2	11.1	9.6	12.1	9.8	12.6
ITEM 271(l) Racial integration of the public elementary schools should be achieved even if it requires busing.							
1. Strongly Disagree	22.8	22.9	21.9	18.0	22.6	20.5	19.7
	56.1	*59.4*	*53.7*	*51.4*	*54.5*	*49.3*	*59.4*
2. Disagree with Reservations	33.3	36.5	31.8	33.4	31.9	28.8	34.9
3. Agree with Reservations	26.7	25.8	26.8	29.7	25.5	27.8	27.9
	44.0	*40.6*	*46.3*	*48.5*	*45.5*	*50.8*	*40.5*
4. Strongly Agree	17.3	14.8	19.5	18.8	20.0	23.0	17.5

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING:								
(l) Helping others who are in difficulty.								
9.9	1.5	0.0	0.3	5.1	8.0	0.0	9.9	1.7
34.3	*27.8*	*10.1*	*37.1*	*17.3*	*33.7*	*5.1*	*28.9*	*25.5*
24.4	26.3	10.1	36.8	12.2	25.7	5.1	19.0	23.8
45.1	56.8	20.8	40.3	49.4	22.3	48.1	61.0	53.5
65.6	*72.2*	*89.9*	*62.9*	*82.7*	*66.3*	*94.9*	*71.1*	*74.6*
20.5	15.4	69.1	22.6	33.3	44.0	46.8	10.1	21.1
(r) Keeping up to date with political affairs.								
18.2	6.1	0.9	26.1	10.0	3.7	10.6	16.4	7.6
57.2	*53.2*	*32.9*	*63.6*	*61.9*	*66.4*	*77.7*	*56.3*	*45.8*
39.0	47.1	32.0	37.5	51.9	62.7	67.1	39.9	38.2
35.4	36.1	52.8	33.6	32.2	25.3	18.8	36.9	39.6
42.9	*46.7*	*67.1*	*36.4*	*38.1*	*33.7*	*22.4*	*43.6*	*54.1*
7.5	10.6	14.3	2.8	5.9	8.4	3.6	6.7	14.5
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(f) The main cause of Negro riots in the cities is white racism.								
7.6	15.1	16.2	1.8	13.3	18.0	49.9	17.6	13.9
55.1	*41.3*	*49.2*	*63.6*	*58.7*	*80.0*	*81.2*	*68.7*	*55.5*
47.5	26.2	33.0	61.8	45.4	62.0	31.3	51.3	41.6
36.8	30.7	29.5	15.8	28.7	15.0	15.9	27.9	33.4
44.9	*58.7*	*50.8*	*36.5*	*41.3*	*20.0*	*18.8*	*31.0*	*44.5*
8.1	28.0	21.3	20.7	12.6	5.0	2.9	3.1	11.1
(l) Racial integration of the public elementary schools should be achieved even if it requires busing.								
14.1	11.2	15.0	21.6	37.2	36.5	27.9	24.2	21.9
69.9	*47.6*	*45.8*	*78.5*	*70.8*	*52.9*	*46.5*	*60.9*	*53.7*
55.8	36.4	30.8	56.9	33.6	16.4	18.6	36.7	31.8
21.1	22.8	36.2	16.4	11.1	43.2	39.6	30.7	26.8
30.1	*52.3*	*54.3*	*21.6*	*29.2*	*47.2*	*53.6*	*39.1*	*46.3*
9.0	29.5	18.1	5.2	18.1	4.0	14.0	8.4	19.5

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 272(m) Where "de facto" segregation exists, black people should be assured control over their own schools.							
1. Strongly Disagree	7.0	5.8	6.3	5.1	7.1	3.7	10.0
	29.1	*30.4*	*27.5*	*27.7*	*27.7*	*20.4*	*29.6*
2. Disagree with Reservations	22.1	24.6	21.2	22.6	20.6	16.7	19.6
3. Agree with Reservations	46.4	48.0	48.2	46.1	48.9	51.2	45.2
	70.9	*69.6*	*72.6*	*72.3*	*72.2*	*79.5*	*70.3*
4. Strongly Agree	24.5	21.6	24.4	26.2	23.3	28.3	25.1
ITEM 276(q) The chief benefit of a college education is that it increases one's earning power.							
1. Strongly Disagree	23.4	24.6	25.2	25.8	23.6	25.9	27.5
	49.6	*51.8*	*55.3*	*59.9*	*52.7*	*54.9*	*57.5*
2. Disagree with Reservations	26.2	27.2	30.1	34.1	29.1	29.0	30.0
3. Agree with Reservations	33.7	33.4	30.8	29.3	31.2	29.2	31.6
	50.4	*48.1*	*44.6*	*40.1*	*47.3*	*45.0*	*42.5*
4. Strongly Agree	16.8	14.7	13.8	10.8	16.1	15.8	10.9
Responses: IN REGARD TO EACH OF THE FOLLOWING ACTIVITIES: (A) DID YOU EVER ENGAGE IN THE ACTIVITY? (B) IF NOT, WOULD YOU LIKE TO DO IT?							
ITEM 283(a) Work in the Peace Corps or VISTA.							
1. No, plus no	40.1	36.5	32.7	26.9	35.3	36.9	30.5
2. No, plus yes	59.4	63.4	66.6	72.6	63.8		
						63.1	*69.5*
3. Yes	0.5	0.1	0.7	0.4	0.9	(No breakdown between *No, plus yes* and *Yes* answers)	
ITEM 284(b) Tutor minority group children.							
1. No, plus no	34.2	14.0	18.8	11.1	22.5	19.6	14.0
2. No, plus yes	50.9	60.0	58.9	61.6	58.7		
						80.4	*86.0*
3. Yes	14.9	26.0	22.2	27.3	18.9	(No breakdown between *No, plus yes* and *Yes* answers)	

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupa-tional or Physical) Majors	Home Economics Majors	All Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:								
(m) Where "de facto" segregation exists, black people should be assured control over their own schools.								
2.6	7.9	2.7	19.2	1.9	0.0	1.8	3.1	6.3
26.8	*18.8*	*33.4*	*30.9*	*38.3*	*16.4*	*11.4*	*32.3*	*27.5*
24.2	12.9	30.7	11.7	36.4	16.4	9.6	20 2	21.2
58.0	45.2	43.9	64.0	33.8	77.8	81.6	56.1	48.2
73.3	*79.1*	*66.5*	*69.1*	*61.7*	*83.5*	*88.6*	*67.7*	*72.6*
15.3	33.9	22.6	5.1	27.9	5.7	7.0	11.6	24.4
(q) The chief benefit of a college education is that it increases one's earning power.								
..... *Not Computed*								
Responses: IN REGARD TO EACH OF THE FOLLOWING ACTIVITIES: (A) DID YOU EVER ENGAGE IN THE ACTIVITY? (B) IF NOT, WOULD YOU LIKE TO DO IT?								
(a) Work in the Peace Corps or VISTA.								
40.0	23.7	18.8	50.1	43.5	38.6	11.2	39.9	32.7
60.0	75.6	81.0	49.9	56.5	61.4	88.8	60.1	66.6
0.0	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.7
(b) Tutor minority group children.								
54.2	25.5	13.2	52.0	42.1	46.0	25.6	23.8	18.8
40.2	51.2	70.6	44.5	43.3	16.8	64.3	56.0	58.9
5.7	23.2	16.2	3.4	14.6	37.2	10.1	20.1	22.2

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 372(a) Students should have a major role in specifying the college curriculum.							
1. Strongly Disagree	3.8	5.1	3.4	2.4	3.2	2.1	2.6
	25.8	25.1	22.6	30.2	22.4	19.2	24.9
2. Disagree with Reservations	22.0	20.0	19.2	17.8	19.2	17.1	22.3
3. Agree with Reservations	51.4	53.3	52.1	52.2	54.1	54.0	51.2
	74.2	75.0	77.3	79.8	77.6	80.9	75.1
4. Strongly Agree	22.8	21.7	25.2	27.6	23.5	26.9	23.9
ITEM 377(f) Faculty promotions should be based on student evaluations.							
1. Strongly Disagree	12.9	13.9	11.7	11.2	11.1	8.9	13.0
	51.1	47.7	49.0	47.3	49.6	44.0	50.2
2. Disagree with Reservations	38.2	33.8	37.3	36.1	38.5	35.1	37.2
3. Agree with Reservations	41.7	46.4	44.5	44.7	44.1	49.3	44.6
	48.9	52.2	50.9	52.7	50.4	56.0	49.8
4. Strongly Agree	7.2	5.8	6.4	8.0	6.3	6.7	5.2
ITEM 378(g) Marijuana should be legalized.							
1. Strongly Disagree	35.4	39.9	36.0	37.2	34.3	43.4	28.0
	54.2	*62.5*	*55.6*	*55.4*	*54.3*	*59.1*	*48.8*
2. Disagree with Reservations	18.8	22.6	19.6	18.2	20.0	15.7	20.8
3. Agree with Reservations	24.8	24.6	26.0	28.2	25.4	24.7	25.2
	45.9	*37.5*	*44.4*	*44.6*	*45.7*	*40.8*	*51.3*
4. Strongly Agree	21.1	12.9	18.4	16.4	20.3	16.1	26.1
ITEM 379(h) Divorce laws should be liberalized.							
1. Strongly Disagree	20.5	27.5	23.4	28.8	20.0	25.5	19.4
	47.9	*58.2*	*49.9*	*54.6*	*45.9*	*48.5*	*47.2*
2. Disagree with Reservations	27.4	30.7	26.5	25.8	25.9	23.0	27.8
3. Agree with Reservations	32.1	29.5	31.5	30.6	33.4	32.8	29.7
	52.0	*41.8*	*50.0*	*45.4*	*54.2*	*51.5*	*52.8*
4. Strongly Agree	19.9	12.3	18.5	14.8	20.8	18.7	23.1

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates

Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:

(a) Students should have a major role in specifying the college curriculum.

Not Computed

(f) Faculty promotions should be based on student evaluations.

Not Computed

(g) Marijuana should be legalized.

Not Computed

(h) Divorce laws should be liberalized.

Not Computed

Item numbers and wording from *Public Data Undergraduate Codebook*	All Undergraduates	All Education Majors	All Teacher Candidates	Elementary Teacher Candidates	Secondary Teacher Candidates	Freshman Teacher Candidates	Senior Teacher Candidates
Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:							
ITEM 380(i) Under some conditions, abortions should be legalized.							
1. Strongly Disagree	6.6	12.9	7.8	8.8	6.2	9.7	4.2
	14.2	*21.2*	*15.9*	*15.6*	*15.1*	*18.5*	*9.7*
2. Disagree with Reservations	7.6	8.3	8.1	6.8	8.9	8.8	5.5
3. Agree with Reservations	36.4	36.0	37.0	36.6	36.8	37.5	38.6
	85.8	*78.8*	*84.1*	*84.4*	*84.9*	*81.4*	*90.3*
4. Strongly Agree	49.4	42.8	47.1	47.8	48.1	43.9	51.7
ITEM 382(k) Capital punishment (the death penalty) should be abolished.							
1. Strongly Disagree	15.1	13.1	13.4	12.7	13.9	9.6	13.4
	37.5	*43.7*	*36.6*	*34.2*	*36.3*	*39.3*	*36.1*
2. Disagree with Reservations	22.4	30.6	23.2	21.5	22.4	29.7	22.7
3. Agree with Reservations	22.6	22.0	23.8	26.1	22.5	21.7	24.2
	62.5	*56.3*	*63.4*	*65.8*	*63.6*	*60.7*	*63.9*
4. Strongly Agree	39.9	34.3	39.6	39.7	41.1	39.0	39.7
ITEM 386(o) Women are at least the intellectual equals of men.							
1. Strongly Disagree	3.0	3.0	2.5	2.8	2.3	1.2	3.7
	11.4	*9.8*	*7.9*	*7.8*	*7.9*	*8.9*	*6.8*
2. Disagree with Reservations	8.4	6.8	5.4	5.0	5.6	7.7	3.1
3. Agree with Reservations	38.2	36.9	37.0	35.0	37.4	44.2	33.8
	88.6	*90.2*	*92.2*	*92.1*	*92.1*	*91.1*	*93.1*
4. Strongly Agree	50.4	53.3	55.2	57.1	54.7	46.9	59.3
Responses: HOW OFTEN DID YOU DO EACH OF THE FOLLOWING DURING YOUR MOST RECENT COLLEGE TERM?							
ITEM 428(j) Argued with an instructor in class.							
1. Not at all	60.3	60.3	61.0				
2. Occasionally	36.0	37.9	35.9				
	39.7	*39.7*	*38.9*				
3. Frequently	3.7	1.8	3.0				

. . . . . Not Computed . . . . .

Architecture Majors	Art and Art History Majors	Social Work & Criminology Majors	Health Technology Majors	Nursing Majors	Pharmacy Majors	Therapy (Occupational or Physical) Majors	Home Economics Majors	All Teacher Candidates

Responses: PLEASE INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS:

(i) Under some conditions, abortions should be legalized.

Not Computed

(k) Capital punishment (the death penalty) should be abolished.

Not Computed

(o) Women are at least the intellectual equals of men.

Not Computed

Responses: HOW OFTEN DID YOU DO EACH OF THE FOLLOWING DURING YOUR MOST RECENT COLLEGE TERM?

(j) Argued with an instructor in class.

Not Computed

Data was obtained from the survey conducted by the Carnegie Commission on Higher Education and the American Council on Education (Survey of Higher Education, National Computer Systems Processing Center, 4401 West 76th Street, Minneapolis, Minnesota 55435). Further information about selection of samples and items to be analyzed can be obtained by writing to the Study Commission on Undergraduate Education and the Education of Teachers, 338 Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508.

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